DOCUMENT RESUME

ED 314 617 CE 053 976

AUTHOR	West, Lynda L., Ed.
TITLE	Functional Curriculum for Transition: A Resource Guide. Missouri LINC.
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE	89
NOTE	100p.
AVAILABLE FROM	Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Basic Skills; *Curriculum Development; *Educational Resources; *Education Work Relationship; Functional Literacy; Functional Reading; High Schools; Mainstreaming; *Skill Development; Special Education; *Special Needs Students; Teaching Methods
IDENTIFIERS	*Functional Curriculum

ABSTRACT

This guide is designed to provide secondary teachers and administrators with the information necessary to adapt or develop a functional curriculum for children and youth who display academic difficulties. (A functional curriculum teaches functional skills in the most appropriate setting for specific skill acquisition.) It provides suggestions of methods to teach students with special needs. An overview of functional curriculum is provided within this guide. In addition, specific details of its components and suggestions on how to develop a functional curriculum are included. The guide can also be used as a reference to educational programs that may already be functional in nature. Extensive appendixes include: guidelines for establishment of priorities among skill areas; instructional materials review; parent/guardian transition questionnaire; parent questionnaire; home leisure activities survey; peer recreation/leisure activities survey; needs assessment for transitional planning from school to community; job analysis form; job bank; student job match form; sample individualized education plan; sample individualized vocational education plan; a list of publishers with addresses; and a list of 65 references. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED314617

CE053976

FUNCTIONAL CURRICULUM FOR TRANSITION:

A Resource Guide

Missouri linc

Lynda L. West
Manual Editor

University of Missouri-Columbia
College of Education
for the
Missouri Department of Elementary and Secondary Education
Division of Special Education
and the
Division of Vocational and Adult Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A Boyer-Stephens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

FUNCTIONAL CURRICULUM FOR TRANSITION:

A RESOURCE GUIDE

LYNDA L. WEST
Director
Manual Editor

SUSAN BLISS
DONNA KEARNS
Manual Coordinators

Contributors:

Arden Boyer-Stephens
Linda Bradley
Pat Donovan
David E. Gray
Judy Hughey
Jodi Johnson
Mary Anne Kercher
Steve Wallace

Publishing Design by
Heather Bossaller and Patty S. Dill

University of Missouri-Columbia
College of Education
for
Missouri Department of Elementary and Secondary Education
Division of Special Education
and the
Division of Vocational and Adult Education

This manual was supported in whole by funds from the Missouri Department of Elementary and Secondary Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education and no official endorsement should be inferred.

1989

FUNCTIONAL CURRICULUM FOR TRANSITION: A Resource Guide

Table of Contents

I. Overview of Functional Curriculum

A. Definition 5
B. Characteristics of Functional Curriculum 6
C. Applied Academics 7
D. Terminology 8
E. Summary 9

II. Components of A Functional Curriculum

A. Life-Centered Career Education 11
B. Communication Skills 14
C. Community Access/Mobility Skills 17
D. Employability Skills 21
E. Functional Academic Skills 24
F. Generalizable Skills 27
G. Health and Grooming Skills 30
H. Independent Living Skills 32
I. Social Skills 35
J. Study Skills 38
K. Vocational Competencies 41
L. Leisure Skills 44

III. Developing A Functional Curriculum

A. Establishing Skill Priorities 51
B. Steps in Developing a Functional Curriculum 52
C. Resources for Developing a Functional Curriculum 54
D. Assessing Functional Skills 55
E. Benefits of a Functional Curriculum 56

Appendices

A. Establishment of Priorities Among Skill Areas 58
B. Instructional Materials Review 59
C. Parent/Guardian Transition Questionnaire 60
D. Parent Questionnaire 61
E. Home Leisure Activities Survey 62
F. Peer Recreation/Leisure Activities Survey 63
G. Needs Assessment for Transitional Planning From School to Community 64
H. Job Analysis Form 65
I. Job Bank 68
J. Student Job Match Form 70
L. Sample IEP 71
M. Sample IVEP Forms 76
Publishers 85
References 91

Introduction

This guide is designed to provide the reader with information necessary to adapt or develop a functional curriculum for children and youth who display academic difficulties. Specifically, the guide provides suggestions of methods to teach students with special needs. The learner with special needs is an individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, different linguistic or cultural background, outdated job skills and who requires individually prescribed and unique instructional strategies; supportive services that vary in type and extent depending on individual need; and additional resources from society for his or her acceptance (Phelps, 1985). Students with special needs may benefit greatly from a functional curriculum.

Functional curriculum is an "approach" to curriculum, both as a philosophy and as a way to select instructional content as well as strategies. A functional curriculum requires coordinated efforts of those concerned with the student with special needs--including educators, parents, employers, community and agency personnel, as well as others who might come into contact with the student on a day-to-day basis. A functional curriculum teaches skills in their natural environment with a variety of people. Utilizing a functional curriculum allows for skill acquisition in areas which will better prepare students for productive, independent living within today's society.

An overview of functional curriculum is provided within this guide. In addition, specific details of its components and suggestions on how to develop a functional curriculum are included. The guide can also be used as a reference to educational programs which may already be functional in nature.

I. OVERVIEW OF FUNCTIONAL CURRICULUM

Functional curriculum is not a new concept. As early as 1926, Annie Inskeep introduced functional curriculum in a book she published on educating the mentally retarded. She provided readers with strategies for teaching functional curriculum. Over the years, educators took on a more developmental approach with only minimal functional curriculum being utilized, most often with those exhibiting severe handicapping conditions. Recent research has indicated a renewed interest in and need for functional curriculum for all students with handicapping conditions--including the mildly handicapped and other learners with special needs referred to in the literature as at-risk.

A. DEFINITION

Functional curriculum is one in which students learn functional skills in the most appropriate setting for specific skill acquisition. It is one which prepares the student for adult living and includes independent living skills, social skills, communication skills, vocational preparation and skill training, generalizable skills, study skills, etc. Also involved in functional curriculum is community involvement and specific planning for age-appropriate content. (Fredericks & Evans, 1987)

Functional curriculum enhances the outcome and is an essential component of the transition process. Emphasis is placed on the competencies and skills which a student needs to acquire in order to be independent in our society. Tying together the student's present curriculum and future plans requires interagency cooperation and community involvement. It is an ongoing process which changes as the student's needs change.

A functional curriculum should be adopted if:

- The learner has significant difficulty learning new skills;
- The student has not kept pace with his or her peers in the total number of skills acquired;
- The student is actually engaged in instructional activities a very small portion of the day; or
- The student is approaching graduation.

(Schloss, P. J. & Sedlak R.A. 1986)

Functional curriculum can make a significant contribution to the learning experiences of students with special needs. It provides the skill foundation for successful interaction with real life environments. Functional skills' acquisition becomes more essential as students get closer to graduation, but it is an approach to instruction that should begin in elementary grades.

B. CHARACTERISTICS OF FUNCTIONAL CURRICULUM

In a functional curriculum students are provided age-appropriate instruction to assist them in performing tasks necessary to function in the various environments or domains: education, vocational, domestic, recreation/leisure, community life and their sub-environments. Therefore, whenever possible, the functional curriculum focuses on the basic skills specific to real life situations. A curriculum which is considered functional contains the following sample characteristics:

1. **Focuses on student centered rather than content centered activities**. Skills are taught which pertain to individual students' needs;

2. **Builds upon real life experiences**. Instead of building basic math skills the applications are in daily living activities such as balancing a checkbook or following a recipe;

3. **Involves cooperation between students, teachers, family and community in planning and implementing the learning experiences**. Necessary and desireable skills for acquisition are identified and prioritized;

4. **Emphasizes process oriented objectives such as problem solving**. These process skills delineate methods which will generalize from one situation to the next and allow the student to learn skills necessary in order to be utilized in a number of settings;

5. **Provides activities which center on small groups and individuals**. Skill training is highly individualized and specific to the individual's life situation. Small groups may be used when skills common to several individuals are addressed, particularly in the social and recreation and leisure areas;

6. **Allows teachers to function as a guide to student learning**. It is with the knowledge of the student's environments and the priority of necessary skills that the teacher guides the skill acquisition process. As a guide, the teacher does not "lecture" but purports to be a second (better informed) brain to use in the learning process;

7. **Often involves teams of professionals from various disciplines**. This enables students with special needs of all ages to better generalize the skills being acquired; and

8. **Permits students to acquire skills through active participation in the task at hand**. Activities focus on practical, everyday, "hands on" experiences.

Adapted from Wimmer, D. (1981). Functional curricula in the secondary schools, Exceptional Children, 47, 610-616.

Functional curriculum instructional objectives are individualized according to the student's age and needs. No one specific commerical curriculum is available that could be used to guide the instruction process. Instead, instructional plans are developed using a variety of resources including the instructor's creativity keeping in mind the above mentioned characteristics.

C. APPLIED ACADEMICS

Applied academics is the practical application of the basic skills (reading, oral and written communication, math, etc.) to the following domains: vocational, domestic, recreation/leisure and community. For example,

vocational math--compute payroll;
domestic math--develop a household budget;
recreation and leisure math--visit a restaurant, check the bill and tabulate a tip; and
community math--purchase fare and ride public transportation.

The goal of learning activities is to provide students with the necessary skills to manage their life. This may include providing skills which will assist with normalization in order to more successfully interact with their nonhandicapped peers.

Examples of applied academics:

Math	• balancing a checkbook • preparing income tax forms • planning personal budgets • preparing a recipe
Reading	• comparing consumer products by description • identifying contents and ingredients in food packages • following written directions • ordering from a menu
Writing	• completing a job application • preparing a grocery list • addressing envelopes • taking phone messages
Social Studies	• comparing features of community transportation systems • identifying key political figures • describing personal/family background and cultural differences • identifying major points on city map
History	• discussing major historical events • identifying basic rights • naming and understanding the significance of major holidays • learning the national anthem
Science and Biology	• planting a garden • counting calories • developing nutritional menu plans • caring for houseplants • understanding the effects of drugs and alcohol

Applied academic objectives are selected according to their usefulness to the student both in the school environment and in anticipated future environments. Whenever possible, functional skills must be integrated into the developmental curriculum in the form of practical, applied academics.

D. FUNCTIONAL CURRICULUM TERMINOLOGY

Assessment - The process of determining a student's abilities, attitudes, interests, academic, vocational and independent living skills, over a long period of time for the purpose of planning an appropriate educational program which will assist the student well once she/he leaves an educational institution.

Career Education - The process of systematically coordinating all school, family and community components together to facilitate each individual's potential for economic, social and personal fulfillment and participation in productive work activities that benefit the individual and others (Kokaska & Brolin, 1985).

Curriculum Based Assessment (CBA) - evaluation of student progress which tests items taken directly from student curriculum. Contrasts with standardized tests which usually are not based on a particular curriculum.

Domain - the major life areas, environments or situations: 1) domestic and family living, 2) education, 3) community living/recreation/leisure and 4) vocational.

Functional Activities - instructional programs that involve skills of immediate usefulness to students and employ teaching materials which are real.

Functional Curricula - a curricula in which students learn functional skills in the most appropriate setting for specific skill acquisition.

Functional Skills - skills which prepare the learner to function better in the "real world." The variety of skills which are frequently demanded in natural domestic, vocational and community environments. Non-functional skills are those which have an extremely low probability of being required in daily activities.

Generalizable Skills - cognitive, affective or psychomotor skills or skill areas that are basic to, necessary for success in and transferable (or common) within and among vocational programs and occupations (Grennan, 1984).

Interagency Cooperation - the process of informal or formal collaboration in which two or more organizations meet to solve a specific problem or meet a need of a vocational special needs student. It carries with it the assumption that by working together, agencies will increase their effectiveness, resource availability and decision making capabilities (Canham, 1979).

Learning Strategies - those techniques used by learners which are the most efficient and effective method of learning. It includes identified styles such as visual, auditory, tactile/kinesthetic and multisensory, as well as organizational and study techniques.

Normalization - use of culturally normative (familiar, valued) techniques, tools and methods in order to enable a person's life conditions (income, housing, health services, etc.) to become at least as good as that of average citizens and to, as much as possible, enhance or support their behavior (skills, competencies, etc.), appearances (clothing, grooming, etc.), experiences (adjustment, feelings, etc.) and status and reputation (labels, attitudes of others, etc.) (Wolfensberger, 1980).

Parent Involvement - the active participation of parents in the child's educational process, including planning of all services and educational plans developed and implemented for the child.

Prevocational Education - the vocational/career awareness and exploration activities that precede formal vocational preparation, generally refered to as vocational readiness skills. Prevocational education includes vocational assessment, although assessment does not stop when vocational preparation begins.

Record Keeping - the ongoing process of recording student progress thus allowing the teacher to evaluate the student's progress toward educational goals.

Transition - The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences leading to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services and the initial years of employment. Transition is the bridge between the security and structure offered by the school and the risks of adult life (Will, 1984).

Work Adjustment - Work adjustment has three primary objectives: (a) to orient certain clients to the world of work if they have not had much work experience; (b) to develop prevocational skills and (c) to change specific work deficiencies and maladaptive behaviors that will deter the individual from securing work. Work adjustment is a dynamic process requiring the involvement and skills of a wide array of professional workers, who must work cooperatively to develop the actual work personality and potential of each individual (Brolin, 1982).

E. SUMMARY

Many approaches to educating students have been developed over the years. Educators today recognize the need to better prepare students for the adult world and are examining methods of adapting current instructional practices in order to become more functional. Education today includes the skills and environmental factors which already exist in schools, homes and communities. A functional curriculum not only enhances the outcome of education but is also an essential component of the transition process for students with special needs. This overview has provided the reader with the definition and characteristics of functional curriculum. In addition, functional curriculum has been applied to academics stressing the need to integrate age-appropriate functional skills into all academics areas.

II. COMPONENTS OF A FUNCTIONAL CURRICULUM

Functional curriculum provides students an opportunity to acquire functional skills in an appropriate setting. This setting may be the classroom, the community, at home, or in other appropriately identified settings. This section will identify to the reader a number of components of functional curriculum. Specifically:

- Life-Centered Career Education
- communication skills
- community access/mobility skills
- employability skills
- functional academic skills
- generalizable skills
- health and grooming skills
- independent living skills
- social skills
- study skills
- vocational competencies
- leisure skills

Each of the components are introduced in a brief narrative followed by a listing of sample key skills of the component. The key skills provide the reader with a listing of some of the types of skills which might be taught to students who have an identified deficit in a particular component area.

A wide variety of materials are currently on the market which may be utilized in teaching functional skills. Some of those materials are listed in each component area. These materials can be found under the headings of materials and publishers. This list is not intended to be inclusive, but rather a sampling that teachers might consider when purchasing materials to develop a functional curriculum. A list of publishers and their addresses can be found at the end of the guide. It is important to remember, however, that the most functional materials are not ones which are purchased for classroom use, but rather those we use on a daily basis--the items we find in our kitchen, our garage, our basement, and so forth.

Because functional curriculum is taught in the most appropriate setting for specific skill acquisiton, it is often taught in the community or with community input. A listing of some community agencies which might be of assistance in teaching each of the components is provided. Functional curriculum may be taught in the home; therefore, suggested parent activities are provided for each component. These activities are written to parents and provide specific suggestions as to how the parent might teach functional tasks in the home or in other family situations. Often the home is the most appropriate setting for skill acquisition and parents seek help in addressing this need.

Each component is concluded with additional readings. These readings represent examples of current literature in each skill and may provide the reader with more detailed information. Finally, the guide includes Appendices with sample forms to be utilized when developing a functional curriculum. The appendices includes a list of all publishers mentioned in the guide as well as a list of all references used to compile this book.

LIFE-CENTERED CAREER EDUCATION

Narrative

The *Life-Centered Career Education (LCCE)* Curriculum Program was developed at the University of Missouri-Columbia under the direction of Donn E. Brolin, Professor, Department of Educational & Counseling Psychology. This K-12 + competency based functional curriculum focuses on 22 major competencies and 97 subcompetencies arranged within three domain areas (daily living, personal-social and occupational) that research has found to be critical for adult success in employment and independent living. The 22 competencies can be taught in both regular and special education class rooms by infusing these functional skills into the academic subject matter. The curriculum program includes: (1) a LCCE Curriculum Guide (1989) to implement the LCCE Curriculum Program and design LCCE Transitional Curriculum Plans, (2) a LCCE Inventory (in press) consisting of Knowledge and Performance assessment batteries and (3) 97 (secondary) LCCE Subcompetency Instructional Units (in press). The curriculum requires a substantial commitment to changing present practices to implement it on a comprehensive basis by refocusing subject matter content and using many community resources and family involvement.

The guide, entitled *LIFE-CAREER EDUCATION: A COMPETENCY-BASED APPROACH*, contains the most current set of transitional objectives and units (school, home and community) for the 97 LCCE subcompetencies. It provides a framework for building a comprehensive and systematic effort for infusing these critical career development/transitional skills and concepts into academic subjects. Additional components include the Competency Record Scale (CRS); Individualized Education Plan Forms; correlation of LCCE with Janus materials; and Sample LCCE Daily Living, Personal-Social and Occupational lesson plans. Guidelines for teaching each subcompetency are provided through a series of instructional objectives which specify several specific activities/strategies to use and how adults/peers can assist.

Each LCCE subcompetency unit includes: (1) a comprehensive unit overview outlining specific strategies and techniques for teaching the skills and concepts of the subcompetency and (2) a series of lesson plans (for each subcompetency objective) addressing the awareness, exploration and preparation stages of career development; instructional activities for school, home and involvement in the community; one or more of the career roles (employee, family member and citizen); instructional materials; worksheets; and evaluation. Materials in the units include those developed by writers themselves, the Janus materials correlated with LCCE, and the Employability Enhancement Strategies (EES) Materials developed over the past five years at the Arkansas Research Training Center in Vocational Rehabilitation. These units are currently being field-tested and will undergo additional revision in preparation for publication in 1991.

Sample Key Skills

Within the structure of the 22 Competencies there are 97 sub-competencies. Under each domain, the 22 competencies are as follows:

Daily Living Skills

1. Managing Family Finances
2. Selecting, Managing and Maintaining a Home
3. Caring for Personal Needs
4. Raising Children, Family Living
5. Buying and Preparing Food
6. Buying and Caring for Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation and Leisure
9. Getting Around the Community (Mobility)

Personal Social Skills

10. Achieving Self-Awareness
11. Acquiring Self-Confidence
13. Maintaining Good Inter-personal Skills
14. Achieving Independence
15. Achieving Problem-Solving Skills
16. Communicating Adequately with Others

Occupational Guidance and Preparation

17. Knowing and Exploring Occupational Possibilities
18. Selecting and Planning Occupational Choices
19. Exhibiting Appropriate Work Habits and Behavior
20. Exhibiting Sufficient Physical-Manual Skills
21. Obtaining a Specific Occupational Skill
22. Seeking, Securing and Maintaining Employment

Materials

A variety of materials which may be utilized teaching functional skills is currently on the market. The following list is a **sample** of those materials.

Titles	Publishers
#180 Life-Centered Career Education: A Competency Based Approach	**Council For Exceptional Children and Janus Books**
#303 Activity Book I: Elementary	**Council For Exceptional Children**
#304 Activity Book II: Secondary	**Council For Exceptional Children**

Community Agencies

A wide variety of community agencies should be called on to support the Life-Centered Career Education Curriculum.

Each subcompetency in the curriculum provides specific objectives with support activities as well as adult/peer roles. Agency involvement is also listed when appropriate.

Sample agencies:

- Local Banks
- Hotels/Motels
- Employment Services
- Counselors
- Home Economic Teachers Associations
- Local Law Enforcement Personnel
- Courts of Law
- Social Workers
- Mental Health Facilities

Related Subcompetency:

- Keep basic financial records
- Drive a car
- Purchase food
- Identify emotions
- Anticipate consequesnces
- Identify occupational aptitudes
- Demonstrate occupational safety
- Prepare for raising children

Suggested Parent Activities

Each subcompetency has suggestions for parent and peer involvement. Listed below are some samples from the curriculum.

Understanding Impact of Behavior

- Parents discuss the need for all family members to exercise some responsibility in the maintenance of the home.
- Parents discuss how they feel when the child fulfills responsibility (e.g., how they feel when the child is supposed to get home at a certain time to babysit and does or does not).

Understanding Local Transportation

- Parents point out all modes available in the child's locality.
- Parents and peers ride on each available mode in the locality.

Engaging in Civic Activities

- Parents or peers discuss responsibilities of a citizen.
- Parents take the child with them when they vote, pay taxes, attend community meetings, etc.

Managing Family Finances

- Parents require the child to maintain a budget for a given amount of time.
- Parents demonstrate how records help them to plan for major purchases.

Additional Readings

Brolin, D.E. & Loyd, R.J. (in press). Career education for students in special education. Journal of Career Development.

Brolin, D.E. & Gysbers, N.C. (1989). Career education for students with disabilities. Journal of Counseling and Development, 68, 155-159

Bucher, D.E., Brolin, D.E., & Kunce, J.T. (1987). Importance of life-centered career education for special education students: The parent's perspective. Journal of Career Development. 13 (4), 63-69.

Roessler, R.T. Loyd, R.J. & Brolin, D.E. (in press). Implementing Life-Centered Career Education (LCCE): A study of contextual barriers and implementation recommendations. Academic Therapy.

COMMUNICATION SKILLS

Narrative

Communication is a process in which a message is encoded and decoded. In the encoding process, a message is formulated and adapted for the intended receiver and then is sent to the receiver. In the decoding process the message is interpreted. Woodward and Peters explained that "Human communication is the symbolic means by which we relate our realm of experiences to another human being". People communicate in three dimensions: 1) cultural, 2) sociological and 3) psychological (Woodward and Peters, 1983). We communicate orally, through writing and through nonverbal channels. A part of communicating includes listening. All of these skills are extremely important to the success of an interaction. Many of these skills will need to be taught to the student with special needs who has deficits in one or more of them.

A number of materials are currently available to instruct students in communication skills. Some of the materials are listed below. One should not overlook the fact that much of communication can and should be taught using only everyday forms of interaction. The appropriateness of the situations calls for specific skills to be utilized in order to result in communication. Take advantage of each and every opportunity in which real communication can be used as a learning experience.

Sample Key Skills

- Listening
- Questioning
- Initiating conversation
- Answering questions
- Maintaining conversation
- Terminating conversations
- Using cue cards or gestures
- Maintaining train of thought
- Remembering directions
- Giving directions
- Taking notes
- Taking messages from phone conversations
- Using appropriate non-verbal communication
- Eye-contact
- Responding by choice (saying NO, when you chose not to do something)

Materials

A variety of materials which may be utilized when teaching functional skills is currently on the market. The following is a sample of those materials.

Titles	Publishers
Building Interpersonal Relationships Through Talking, Listening, Communicating	**Pro-Ed**
Business Communications that Count	**Project Clue**
Communicating On the Job	**Project ISU**
Don't Get Fired	**Janus Books**
English for Everyday Living	**Steck-Vaughn Company**

100 Ways to Enhance Self-Concept in the Classroom	**Prentice-Hall**
Shop Talk: A Prevocational Language Program for Retarded Students	**Research Press**
Study Skills: How to Listen Effectively (video)	**Guidance Associates**
Teaching Human Relations to Special Students	**J. Weston Walch**
Teaching Interpersonal & Community Living Skills	**University Park Press**
The Coping Series	**American Guidance Service**
Thirty Lessons in Notetaking	**Curriculum Associates**
Survival Skills for the Student with Learning Disabilities	**Association for Children and Adults with Learning Disabilities (ACLD)**

Community Agencies

Because communication is a part of our daily experiences, any community agency--especially those providing a speakers bureau would likely benefit the classroom. It may be possible to get speakers from a number of community agencies to speak to the class or let individual members of a class visit and explore the need for and types of communication that take place in a business setting or agency. Some of these speakers might be acquired from:

- State Realtor Associations
- State Bar Associations
- Business Organizations
- Community Hospital Personnel Officers
- School Cooks
- Youth Organizations

Suggested Parent Activities

1. Encourage your child to communicate his interests to you and to others. Do allow him/her to order food when in food service facilities. Encourage him/her to also verbalize his desires and needs and question any verbalization that would not be readily interpreted by persons other than yourself.
2. Discuss the day's happenings or the events of a recent vacation or family outing.
3. Model appropriate verbal and non-verbal responses.
4. Teach your child to take messages from phone calls and to leave messages when he/she will not be around to explain.
5. Encourage your child to communicate in writing whenever appropriate--writing thank you notes for presents, etc.
6. Help your child plan a party, allow him/her to write the invitations.
7. Assist your child in designing cue cards with pictures of commonly requested objects. Laminate the cards and put on a ring for them to present to others who may not understand sign language.

Additional Readings

Bernstein, D. & Tiegerman, E. (1985). Language and communication disorders in children.Columbus, OH: Charles E. Merrill.

Reid, K. (1988). Teaching the learning disabled: A cognitive developmental approach. Needham, MA: Allyn & Bacon.

Schloss, P.J. & Sedlak, R.A. (1986). Instructional methods for students with learning and behavior problems. Newton, MA: Allyn & Bacon.

Woodward, D. & Peters, D. (1983). The learning disabled adolescent: learning success in content areas. Rockville, MD: Aspen.

COMMUNITY ACCESS/MOBILITY SKILLS

Narrative

Accessing and traveling about in the community is a necessary component in becoming functioning members of society. The ability to travel enables individuals to fulfill other roles in the community. Thus, the inclusion of community mobility training is vital to a functional curriculum.

Community access refers to identifying environments that allow for the training of students in becoming independent members of society. When considering access to a particular community training site, attitudinal and physical accessibility needs to be assessed. Attitudinal accessibility refers to environments containing persons who are supportive of or at least not opposed to the concept of training students with special needs. Physical accessibility refers to environments that have no or minimal physical barriers for students with special needs.

Mobility refers to the movement from one place to another within a particular setting and to travel between two community locations. Mobility training needs to encompass the cognitive, psychomotor and affective skills of travel. Instruction depends upon the individual's physical abilities and limitations and cognitive capacities. Whenever the individual requires specific assistive devices as aids, modifications will be needed in instructional planning and programming.

Teaching community access and mobility skills is a process that involves teacher creativity and skill. Wehman (1985) proposes a four phase process for mobility training. The first phase involves a thorough ecological assessment that analyzes the mobility requirements and barriers of school, vocational, domestic and commercial settings. This initial step allows for the development of short and long term mobility training goals. The second phase is to consult with the family/guardian to determine priority objectives of mobility training and to enlist support for the determined goals. Phase three involves a detailed task analysis of each of the mobility training goals. Finally, task analytic assessments are conducted to identify and sequence the steps in serial order on a recording form. Then, as the student performs the skills, the instructor carefully observes what specific behaviors are accomplished independently and what behaviors require further assistance.

Sample Key Skills

Mobility Modes

- Ambulation without assistance (how to walk between the work area and break area within a vocational setting)
- Ambulation with assistance (crutches, canes, seeing eye dogs)
- Independent use of conveyance (manual/electric wheel chairs, tricycles, bicycles, mopeds, motorcycles, cars, vans)

Pedestrian Travel

- Hazard perception
- Street crossing behaviors
- Proper sidewalk behaviors
- Recognition/understanding street signs and intersections
- Entering and exiting buildings with a variety of door sizes and types
- Walking from place to place under inclement weather conditions
- Public building demeanor

Public Transportation

- Bus travel
- Escalator/elevators
- Participation in car pools
- Taxis, subways
- Train travel/airlines

Materials

A variety of materials which might be utilized when teaching functional skills are currently on the market. The most appropriate materials to teach community access/mobility are found in the community. The following list is a sample of other functional materials.

Titles	Publishers
Life-Centered Career Education: A Competency Based Approach	**The Council for Exceptional Children and Janus Books**
Life Skills	**Edmark Corp.**
Road Signs of the Times	**Opportunities for Learning Inc.**
Skills to Achieve Individual Learning (S.A.I.L.)	**Melton Peninsula, Inc.**

Community Agencies

Independent Living Centers

Services for Independent Living
1301 Vandiver Dr., Suite Q
Columbia, MO 65202
(314) 874-1646

The WHOLE PERSON, Inc.
6301 Rockhill Road, Suite 305E
Kansas City, MO 64108
(816) 361-0304

Southwest Center for Independent Living
914 S. Jefferson
Springfield, MO 65806
(417) 869-4223

Disabled Citizens Alliance for Ind., Inc.
Box 675
Viburnum, MO 65566
(314) 244-3315

Paraquad
4475 Castleman
St. Louis, MO
(314) 776-4475

Division of Mental Retardation and Developmental Disabilities
2002 Missouri Boulevard
P.O. Box 687
Jefferson City, MO 65102
(314) 751-4054

Bureau for the Blind
Supervisor of Field Operations
619 E. Capitol(314) 776-4475
Jefferson City, MO 65101
(314) 751-3782

Division of Vocational Rehabilitation
2410 E. McCarty Street
Jefferson City, MO 65101
(314) 751-3251

Rehabilitation Facilities (such as):

Advent Enterprises
2116 Nelwood Drive
Columbia, MO 65202
(314) 474-8560

Rehabilitation Institute
3011 Baltimore
Kansas City, MO 64108
(816) 756-2250

Missouri Goodwill Industries
4140 Forest Park
St. Louis, MO 63108
(314) 371-6320

Life Skills Foundation
609 North & South
St. Louis, MO 63130
(314) 863-3913

Supported Employment Agencies (such as):

Community Living for the Handicapped
1015 E. Terra Lane
O'Fallon, MO 63366
(314) 281-4175

Project ACT
P.O. Box 1719
Columbia, MO 65205
(314) 474-9446

Developmental Center of the Ozarks
545 E. Pythian
Springfield, MO 65802
(417) 831-1545

Jasper County Shelter Workshop
312 Annie Baxter
Joplin, MO 64804
(417) 624-4515

Suggested Parent Activities

1. Assist educators in identifying community instructional environments in order that your child has few if any physical barriers.
2. Model and reinforce appropriate community mobility behaviors (street crossing, bus travel, etc.)
3. Go on walks through the community over various walkways, including curbs, sidewalks, uneven surfaces (ruts and holes), inclines, stairways and escalators.
4. Go on walks through the community. Have the child direct the way home utilizing traffic signs, street signs and other pedestrian behaviors.
5. Have the child communicate with travel agents in setting up a family trip.

Additional Readings

Bender, M., & Valletutti, P.J. (1976). Teaching the moderately and severely handicapped. Volume 1, Baltimore, MD: University Park Press.

Bruck, L. (1978). Access: The guide to a better life for disabled America. David Obst Books, New York, NY: Random House.

Falvey, M.A. (1986). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing.

Foxx, R.M. (1982). Decreasing behaviors of severely retarded and autistic persons. Champaign, IL: Research Press.

Foxx, R.M. (1982). Increasing behaviors of severely retarded and autistic persons. Champaign, IL: Research Press.

Sarkees, M., & Scott, J. (1985). Vocational special needs. Alsip, IL: American Technical Publishers.

Valletutti, P.J., & Bender, M. (1982). Teaching interpersonal and community living skills: A curriculum model for handicapped adolescents and adults. Baltimore MD: University Park Press.

Wehman, P., Renzaglia, A., & Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX: Pro-Ed.

EMPLOYABILITY SKILLS

Narrative

Employability skills are defined as those skills necessary to seek and keep a job. These are not technical skills learned in the vocational classroom but rather those which deal with social and verbal interactions. They include such competencies as cooperating with co-workers, communicating effectively, following directions and being punctual. The possession of these skills affects the performance of individuals in the classroom, on the job and in everyday life situations. It is the teaching of these employability skills that is being recognized as the responsibility of the classroom teacher.

A 1983 survey (Resource, 1983) of 100 employers of young adults lists the five main reasons that young people lose their jobs. The following problem areas were cited: repeated tardiness, several absences from work, friends visiting at work too often, not getting along with co-workers and not working fast enough. The survey also found that employers looked for the following qualities: follows directions, completes tasks unassisted, arrives on time, shows self-control, takes responsibility, shows respect for equipment, shows respect for others and accepts criticism. These skills are not acquired but rather are learned.

Other studies (Plue, 1984) indicate that while the goal in the education of the handicapped in general and the mentally retarded specifically is to develop vocational aptitude, too much emphasis is being placed on academics. Although a great deal of evidence exists indicating that students with special needs need to master employability skills, very little preparation is given to the learning of these skills. When reviewing IEP goals and objectives for mentally retarded students Plue (1984) found that 90 percent of the IEPs contained only academic goals. If employer studies consistently indicate that individuals must possess social and verbal skills that are not considered part of the academic framework then educators of students with special needs must consider incorporating these employability skills into existing curriculum.

Many of these skills should be taught when the student is in the elementary classroom. By the time the student with special needs reaches the seventh grade teachers should informally assess the student's employability competencies. At this time a systematic plan of instruction should be developed which incorporates employability skills. Instruction of these skills may be infused into all content areas, including social studies and English. In some instances the deficit skill may need to be developed into a separate unit of instruction. In all instances deficit employability skills should be included as a goal and/or objective on the student's IEP or IVEP at the secondary level.

Sample Key Skills

- Arrive on time
- Ask questions
- Demonstrate basic hygiene
- Communicate with authority
- Communicate with peers
- Complete a questionnaire
- Cooperate with authority
- Cooperate with peers
- Demonstrate attendance
- Use dictionary/meaning
- Use dictionary/spelling
- Dress properly
- Follow multiple/oral directions
- Follow multiple/written directions
- Gain job-related information
- Obtain notes
- Organize work spaces
- Participate in care of work area

- Demonstrate personal grooming
- Proofread
- Read charts, graphs
- Read reference lists
- Display appropriate social behaviors
- Show respect for property
- Speak clearly
- Write legibly
- Tell time
- Use a calculator
- Use a calendar
- Use an index
- Use safety
- Use table of contents
- Work independently

Materials

A variety of materials which might be utilized when teaching functional skills are currently on the market. Utilizing job applications and other materials from our daily work environment are appropriate materials to select along with the following list of sample functional materials.

Titles	Pubishers
ACCESS Skills: Employability and Study Skills Assessment and Curriculum Guide	**Instructional Materials Laboratory**
Employability Skills for the Special Needs Learner: An Integrated Program of Reading, Math, and Daily Living Skills	**Aspen Publications**
Employability Skills Materials	**Janus Books**
Life-Centered Career Education	**Council for Exceptional Children**

Community Agencies

- Human Development Council
- Job Placement Services
- Vocational Placement Councils
- JTPA Representatives from Private Industry Councils

Suggested Parent Activities

1. Assign a task to the child using either oral or written instructions. Leave out a step or make the directions unclear. Ask him/her to explain what they are going to do as well as ask questions to clarify instructions.
2. Ask child put together kits that relate to personal health and grooming care--e.g., hair, make-up, nails, basic first aid.
3. Ask child to record the temperature from an outdoor thermometer for a week, listen to the weather forecast (or read it) for the following day for a week and select appropriate clothing.
4. Watch several appropriate T.V. shows with your child. Ask him/her to identify inappropriate behaviors, explain why they were inappropriate and what would be appropriate.
5. Discuss options for transportation to work sites and times which might be acceptable for work.
6. Encourage appropriate posture when sitting or standing.

Additional Readings

Clark, G.M., & Kolstoe, O.P. (1990). Career development and transition education for adolescents with disabilities. Boston, MA: Allyn and Bacon.

Weisgerber, R.A., Daldorf, M.R., Jabara, R.F., Feichtner, S.H., & Blake, P.L. (1989). Social competence and employability skills curriculum. Rockville, MD: Aspen.

FUNCTIONAL ACADEMIC SKILLS

Narrative

Providing quality education in a meaningful fashion allows academic skills to be both taught and learned. Often the basic skills of mathematics, science, history, and language arts are presented from a textbook and are reinforced through a workbook. In order to provide the learner with a reason to learn academic skills, instruction must include realistic experiences. Academics become functional when taught in the most appropriate setting for skill acquisition. Any of the academic areas may be taught functionally.

Many educators are concerned about curriculum alignment and learner competence. Missouri's 1985 Excellence in Education Act required Missouri educators to list learner outcomes in subject areas. This list is referred to as the Core Competencies and Key Skills. Any of these skills can be taught functionally thus allowing students to obtain and retain the skills.

In order to adapt curriculum to be functional, the teacher must ask some basic questions regarding the need for the skill, such as:

- How and where will it be utilized?
- What daily-living materials might be used to teach the skill?
- Who might best teach it?

For example, if the teacher is concerned with the skills of law making, law enforcement and law interpretation, the above questions should be asked. A need for the skill does exist (other than simply to pass the test). We need to have these skills in order to know our rights, to vote, to understand what we are voting on, etc. The skills will be utilized by all ages in order to understand our community helpers and later to understand our responsibility to the community. The skills are most important to adults and may provide opportunities for a career in the future. The institutions where laws are made may be of more importance than knowing a step-by-step process for making laws. However, inviting law makers (legislators, etc.), law enforcers (police, judges) and law interpreters (judges, lawyers) to teach the skills through the actual process may be most effective. Giving each student an opportunity to write a part of a law, to examine it, debate it, vote and follow the "law of the class" may better help students to see the process as realistic one that is more functional.

All academic skills can be made more functional. Reading teachers need to examine ways to bring relevance to reading. Often students who have been poor readers for years blossom and gain several years of ability in a few months when allowed to read in a chosen area of interest--one which is also becoming a part of their daily routine. Mathematics can be adapted to be functional by incorporating real experiences perhaps in a setting outside the classroom as opposed to answering questions out of a book.

Designing functional academics can be interesting and challenging for teachers and may provide just the right sense of relevance to maintain the reluctant learner.

Sample Key Skills

Language Arts
- Write notes to describe tasks assigned
- Easily communicate with authority figures
- Recognize when a conversation has ended

Reading
- Read bus schedules and newspapers
- Recognize and use yellow pages of phone book
- Read a recipe and mix ingredients to prepare a basic dish

English
- Communicate needs to complete a task
- After listening to an article, describe information
- Compare life today with life described in The Grapes of Wrath

Mathematics
- Complete a monthly budget
- Prepare taxes
- Compute miles/gallon

Science
- Determine blood type
- Build an electronic device to explain how electricty flows
- Explain reasons why we keep clean

Social Studies
- Identify state and region where you live
- Identify and recognize the U.S. President
- Describe the Fifth Amendment

Materials

The majority of materials currently on the market are not generally designed to be functional for learning but rather for teaching. Creative teachers can easily adapt their current styles of teaching to bridge the lesson to the real world. Examples of functional academics for lower functioning students can be found in

Titles	Publishers
Teaching Functional Academics: A Curriculum Guide for Adolescents and Adults with Learning Problems	Pro-Ed
Impact	Paul H. Brookes

Community Agencies

Each community generally has listing of their agencies and services. This list may be compiled by the Chamber of Commerence , Department of Parks and Recreation, or etc. Because functional academic skills cover all skill areas, this type of listing would allow an educator to select the most appropriate person(s) or location(s) to teach the academic area. Some of these may include:

- Juvenile officers
- Certified Public Accountants
- Librarians
- Hospitals
- Banks
- Museums
- Parks

Suggested Parent Activities

1. Go with your child to the capitol to see how a bill becomes a law. Really discuss the process and follow one all the way through legislation with your child.
2. Build something for your home utilizing the required math skills being taught in the schools.
3. Become involved in the use of computers with your child. Many public libraries have computers available for public use. Look up some information in the library that is relevant to your child's assignment and help him/her enter and edit it on the computer.
4. Read books which are on your childs' reading list. Relate those books to everyday experiences of your family, your ancestors, or perhaps your community.

Additional Readings

Elksnin, L.K. (1989). Teaching mildly handicapped students social skills in secondary settings. Academic Therapy, 25(2), 153-169.

Schloss, P.J. & Schloss, C.N. (1985). Strategies for teaching handicapped adolescents. Austin, TX: Pro-Ed.

GENERALIZABLE SKILLS

Narrative

The lack of job-related academic and interpersonal skills are two fundamental reasons why learners with special needs will: (a) drop out of school, (b) become underemployed or unemployed after leaving school or (c) be unable to maintain employment. If the primary objective of vocational education is to assist students in developing employable skills and providing for their successful transition from school to work, then the development of basic or generalizable skills literally become vocational skills which should not be underestimated or overlooked by the vocational educator or others working with students with special needs.

A generalizable skill, operationally defined, is a cognitive, affective, or psychomotor skill or skill area that is basic to, necessary for success in, and transferable (or common) within and among vocational programs and occupations. These skills constitute an integral rather than an additional component in vocational programs (Greenan, 1987).

Four generalizable skill areas have been identified through recent research. The skill areas include:

1. Mathematics
2. Communications
3. Interpersonal Relations, and
4. Reasoning Skills.

"These skill areas are generalizable within and across vocational programs in agriculture, business, marketing, and management, in health, in home economics, and in industrial education" (Greenan 1987, p. 277). They are also vital for general gainful employment.

Sample Key Skills

Mathematics (28 skills)
- Whole numbers (5 skills)
- Fractions (4 skills)
- Decimals (6 skills)
- Percent (2 skills)
- Mixed operations (4 skills)
- Measurement and calculation (6 skills)
- Estimation (1 skill)

Reasoning (40 skills)
- Verbal Reasoning (16 skills)
- Problem Solving (10 skills)
- Planning (14 skills)

Communications (27 skills)
- Words and meanings (9 skills)
- Reading (8 skills)
- Writing (3 skills)
- Speaking (3 skills)
- Listening (4 skills)

Interpersonal Relations (20 skills)
- Work Behaviors (10 akills)
- Instructional and Supervisory
- Conversations (6 skills)
- Social Conversations (4 skills)

Materials

A variety of materials which might be utilized when teaching functional skills are currently on the market. It is important to note that teaching generalization of information may be taught better by utilizing a variety of instructors giving a number of examples, than through utilization of written materials alone. However, the following are some materials which teach generalizeable skills.

Titles	Publishers
Generalizable Communication Skills Assessment: Resource Directory # 273 C	**Curriculum Publisher Clearing House**
Generalizable Communcation Skills Assessment: User Manual # 273 D	**Curriculum Publisher Clearing House**
Generalizable Interpersonal Relaions Skills: Resource Directory # 273 E	**Curriculum Publisher Clearing House**
Generalizable Interpersonal Relations Skills: User Manual # 273 F	**Curriculum Publisher Clearing House**
Generalizable Math Skills Assessment: Resource Directory # 273 A	**Curriculum Publisher Clearing House**
Generalizable Math Skills Assessment: User Manual # 273 B	**Curriculum Publisher Clearing House**
Generalizable Reasoning Skills Assessment: Resource Directory # 273 G	**Curriculum Publisher Clearing House**
Generalizable Reasoning Skills Assessment: User Manual # 273 H	**Curriculum Publisher Clearing House**
Identification of Generalizable Skills in Secondary Vocational Programs Executing Summary # 273	**Curriculum Publisher Clearing House**

Community Agencies

Since these skills are generalizable to many different occupational areas, a variety of community resources can be utilized to reinforce their importance. Guest speakers from any business or industry could be utilized to demonstrate to students the need for these generalizable skills in relation to both job tasks and daily living. Sample agencies or guest speakers include:

- Business & Professional Womens Speakers Bureau
- Truck Drivers who might explain the need for a variety of skills
- Auto Service Managers
- Bank tellers

Suggested Parent Activities

1. Encourage your child to use basic math skills at home; cooking, measuring, figuring amount of food needed, discounts, etc.
2. Set aside a certain time of the day (dinner time, for example) when the entire family practices listening.
3. Have the child keep a journal to which the parent responds in writing. These journal entries could be about anything in his/her life. Initially spelling and grammar should not be corrected. Parents' entries are questions asking for clarification: encouraging the child to write even more details.
4. Use a television show to discuss with child interpersonal skills, brainstorm alternative behaviors and discuss consequences.

Additional Readings

Loyd, J., Saltzman, N., & Kauffman, J. (1981). Predictable generalization in academic learning as a result of preskills and strategy training. Learning Disability Quarterly, 4(2), 203-217.

Mithaug, D.E., Martin, J.E. & Agran, M. (1987). Adaptability instruction: The goal of transitional programming. Exceptional Children, 3(6), 500-505.

HEALTH AND GROOMING SKILLS

Narrative

Health and grooming skills include the range of skills necessary for students with special needs to maintain a healthy body and present themselves with acceptable appearance and attire. Adequate hygiene, physical condition and health care are important to ward off infection and illness and reduce the likeliness of injury. All these factors affect attendance in school and on the job. Appropriate grooming and dress for weather conditions, social settings and work situations have a strong affect on social acceptability of students with special needs. In the area of health and grooming skills, teachers can and should solicit the assistance of parents. Parents are usually familiar with the levels of skill proficiency of their sons or daughters. A partnership between teacher and parents can be built on the teacher's reinforcing health and grooming skills being acquired in the home while the teacher can share with the parents the skills they are taught in school.

Sample Key Skills

- Dental Hygiene
- Hair Care
- Body Care
- Clothing Care
- Nutrition
- Illness Prevention
- Awareness of Health Hazards
- Basic First Aid

Materials

A variety of materials to teach functional health and grooming skills are currently on the market. Some of those materials are listed below. It is important to also recognize objects in our everyday environment which might also be used to teach health and grooming skills.

Titles	Publishers
Buying and Caring for Clothes	**Janus Books**
Computer Software: Programs For Survival Skills	**Aquarius**
Food and Nutrition	**Edmark**
Grooming Skills for Women	**Stout Materials Development Center**
Grooming Skills for Men	**Stout Materials Development Center**
Life Skills Curriculum: A Systematic Approach to Teach Functional Living Skills	**Life Skills Office**
Personal Care Kit	**Proctor & Gamble**
Step-By-Step	**Edmark**

Community Agencies

- American Red Cross First Aid Materials and Classes
- Dentist/hygienist
- Manicurist
- Nutritionist
- Launderer
- County health nurse
- American Dental Association
- Barber, cosmetologist
- Division of Health

Suggested Parent Activities

1. Practice fire safety and have planned fire drills at home. Post the phone number of the fire department.
2. Display near the phone the local poison control center phone number. Do a home poison check to be sure poisons are safely stored.
3. Teach the safe use of electrical appliances.
4. Have family members take a first aid course.
5. Set up a family exercise time and explore various methods of exercise which individual members can participate.
6. Have family members help plan balanced menus.
7. Develop a grooming chart covering individual grooming needs and go over it with the child daily.

Additional Readings

Rotatori, A.F. & Fox, R. (1981). Behavioral weight reduction program for mentally handicapped persons: A self-control approach. Baltimore, MD: University Park Press.

Thinesen, P.J. & Bryan, A.J. (1981). The use of sequential pictorial cues in the initiation and maintenance of grooming behaviors with mentally retarded adults. Mental Retardation, 19, 247-250.

INDEPENDENT LIVING SKILLS

Narrative

Independent living skills include the full range of competencies which are necessary for an individual to fulfill adult roles in a variety of settings common in everyday life. The skills include all those which are needed to independently maintain a household, including self care, domestic activities, shopping and consumer skills. All students with special needs should learn independent living skills whatever their plans for living arrangements after graduation from school. To the greatest extent possible materials used to teach independent living skills should be as functional as possible and relate directly to the behavior required in the actual living environment. Many materials are commercially available and should be adapted for functional use in learning the various independent living skills.

Sample Key Skills

Personal care
- Health Care
- Grooming
- Eating
- Dressing
- Body care
- Toileting

Household management
- Cleaning
- Buying
- Preparing and Consuming Food
- Yard Care
- Clothing Care
- Minor Maintenance and Repair

Community living
- Managing personal finances
- Shopping
- Time Management
- Telephone Skills
- Orientation
- Mobility Skills

Materials

A variety of materials to teach functional skills are currently on the market. Independent living skills are best acquired through real-life experiences in independent living tasks. The following is a list of sample materials which might be utilized

Titles	Publishers
Caring For a Home	**Proctor & Gamble**
Cash Box	**Fearon Education**
Coin Skills Curriculum	**Edmark**
Developing Life Skills: *Assessment & Development* *Implementation & Activities*	**Developing Life Skills Assessment Company**
Don't Get Fired	**Janus Books**
Filling Out Forms	**New Reader's Press**
Food and Nutrition	**Edmark**
Following Directions	**Ebsco Curriculum Material**

Getting Around Cities and Towns	**Opportunities for Learning**
Going Places	**Opportunities for Learning**
Grooming for Women	**Stout Materials Development Center**
Grooming Skills for Men	**Stout Materials Development Center**
Life-Coping Skills Series	**Steck-Vaughen Company**
Life Skills Reading	**Educational Design**
Life Skills Writing	**Educational Design, Inc.**
Software Programs for Survival Skills	**Mind Training Systems**
Survival Signs	**Developmental Learning Materials**
Telephone Skills	**Ebsco Curriculum Materials**
Time and Time Telling	**Fearon**
Toward Independence	**Attainment Company**
Using Functional Words Signs	**Developmental Learning Materials**
Using the Telepone	**New Readers Press**

Community Agencies

- Community health nurses
- Community health agency
- Doctors
- Nurses
- Optometrists
- Hair stylists and make up artists
- Grocery store owner or clerk
- Restaurant owner
- Hotel manager
- Department store manager
- Hardware store manager
- Laundry worker
- Fashion consultant
- Plumber, electrician, carpenter
- Banker
- Landlord
- City bus driver, taxi driver
- Telephone, gas, & electric company representatives
- Chamber of Commerce
- Centers for Independent Living
- Group home managers

Suggested Parent Activities

1. Require the child to be responsible for planning and preparing at least one meal per week for the family.
2. Give the child the responsibility of doing his/her own laundry.
3. Help the child set up a checking or savings account.
4. Assist the child in managing his/her time well by making lists of tasks the child must do and those that can wait.
5. Give an allowance at a young age and assist the child in managing the money.

Additional Readings

Aveno, A. (1989). Community involvement of persons with severe retardation living in community residences. Exceptional Children, 55(4), 309-315.

Cook, R. (1988). Trends and needs in programming for independent living. Journal of Child Welfare League of America, Inc., 67(6), 497-515.

Dever, R (1989). A taxonomy of community living skills. Exceptional Children, 55(5), 395-405.

Kroner, M. (1988). Living arrangement options for young people preparing for independent living. Journal of Child Welfare League of America, Inc., 67(6), 547-563.

SOCIAL SKILLS

Narrative

Social skills may be the most important predictor of work success (Schloss & Sedlak, 1986). These skills are, therefore, extremely important to teach students with special needs if we are to expect success in their vocational training and in their experiences later in life. Some social skills are vicariously learned, while others are an obvious deficit for students with disabilities. These deficits should be assessed and appropriate goals and objectives should be written into the IEP for the student with a disability who exhibits social skills deficits. Daily instruction may be necessary for students to gain the skill levels needed for appropriate interactions.

Students with special needs often exhibit deficits in social skills. Some of those deficits include perception of social situations, interactions and feedback to social prompts offered by others. Because each of these skills are extremely important when functioning in daily environments, the student with special needs requires intervention for appropriate skill training and acquistion. This social skills training is best acquired in the natural environment. Social skills, then, are an important component of functional curriculum. Traditionally, education has focused on academics and left social skills to be acquired with little if any instruction. Social skills should be assessed and taught to all students who display deficits.

Our interactions with others in our personal and work experiences are dependent upon appropriate interactions. These interactions are lead by the social skills we possess. A number of materials have recently been developed and appear in a variety of publishing catalogs. It is important to remember that while these materials may be extremely valuable in teaching social skills to students, the most appropriate method of social skill acquisition is in the real life experiences afforded us on a daily basis. Utilize the day-to-day experiences of students as a part of your curriculum by observing and recording their interactions, determining where the deficits occur and designing units of study based on those interactions.

Sample Key Skills

- Using social amenities
- Communicating basic needs
- Negotiating
- Responding to criticism
- Goal setting
- Problem solving
- Dealing with accusations
- Dealing with boredom
- Dealing with being left out
- Relaxing
- Making a decision
- Being honest
- Dealing with fear
- Avoiding trouble
- Asking permission
- Making a complaint
- Demonstrating sportsmanship
- Offering compliments
- Beginning a conversation
- Expressing feelings
- Making corrections
- Showing initiative
- Following instructions
- Ignoring distractions
- Listening
- Saying thank you
- Inviting someone to join in an activity
- Planning social activities
- Expressing concern for another

Materials

A variety of materials to teach functional skills are currently on the market. Possibly the best materials include those everyday encounters students experience. The following lists some samples of commercial materials which might be used.

Titles	Publishers
Choices and Challenges	**CAREER AIDS**
Employability Skills for the Special Needs Learner	**ASPEN Publications**
Functional Living Skills for Moderately and Severely Handicapped Individuals	**Pro-Ed**
Job Success for Handicapped Youth: A Social Protocol Curriculum	**Council for Exceptional Children**
Life-Centered Career Education	**Council for Exceptional Children**
Lifeschool: Occupations and Interpersonal Skills	**Lakeshore**
Metacognitive Approach to Socail Skills Training: A Program for Grades 4-12	**ASPEN Publications**
100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents	**Prentice Hall, I**
Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills	**Research Press**
Skillstreaming for the Elementary School Child: A Guide for Teaching Prosocial Skills	**Research Press**
Social Competence and Employability Skills Curriculum	**ASPEN Publications**
Social Problem Solving for Special Needs Students	**Rehabiltatioe Research And Training Center**
Teaching Functional Academics: A Curriculum Guide for Adolescents and Adults with Learning Problems	**Pro-Ed**
Teaching Human Relations to Special Students	**J. Weston Walch**
Teaching Interpersonal and Community Living Skills: A Curriculum Model for Handicapped Adolescents and Adults	**University Park Press**
Teaching Social Skills to Children: Innovative Approaches, 2nd edition	**Pergamm[illegible] Press**
The Coping With Series	**American Guidance Service**

The Put-Down Pro	**Janus Books**
The Big Hassle	**Janus Books**

Community Agencies

Because social skills are a part of our natural environment they may be taught in a number of settings involving agency personnel. Personnel may represent agencies such as:

- The Department of Parks and Recreation
- Summer Youth Employment Agencies
- Alternative Community Training Service Agencies
- Adult Basic Education Programs
- Job Service
- Young Adult Chapters of the Learning Disabilities Association
- Big Brothers/Big Sisters Programs
- Special Olympics
- Counseling Agencies
- Career Counseling Centers
- YMCA, YWCA
- Group Home Service Agencies

Suggested Parent Activities

1. Help your child develop interest in a number of appropriate leisure and social experiences. Participate with him/her in their early years and provide support as they get older.
2. Encourage your child (no matter the handicapping condition) to attend school dances and parties.
3. Provide opportunities for your child to interact with family members in social and recreational experiences. Allow him/her to see you "learn" a new skill and express your feelings as you learn.
4. Discuss appropriate and inappropriate social responses. Reward your child for appropriate ones, and respond accordingly to inappropriate ones.
5. Establish and maintain rules and duties for the home. Expect your child to complete chores without having to be told, and enforce consequences to infractions of the rules.
6. Teach your child to demonstrate initiative by discussing jobs to do when all of their assigned tasks are completed. Point out how there is ALWAYS something to do!
7. Take your child to the county or city library to get books to find out new information and to understand the use of books for leisure skills as a part of social skills.
8. Help your child plan social activities he/she would like to initiate.
9. Offer and accept appropriate constructive criticism.

Additional Readings

Kerr, M.M., Nelson, C.M. & Lambert, D.L. (1987). Helping adolescents with learning and behavior problems. Columbus, OH: Charles E. Merrill.

Reid, K. (1988). Teaching the learning disabled: A cognitive developmental approach. Needham, MA: Allyn and Bacon.

Schloss, P.J. & Sedlak, R.A. (1986). Instructional methods for students with learning and behavior problems. Newton, MA: Allyn & Bacon.

Shea, T. & Bauer, A. (1987). Teaching children and youth with behavior disorders. Englewood Cliffs, NJ: Prentice-Hall.

STUDY SKILLS

Narrative

Study skills are various strategies that students use to learn and remember information. Study skills can include skills such as reading, writing, speaking, listening, note-taking, test-taking, organization, memorization and study habits. These skills are extremely important if a student is to become an independent, responsible, productive member of society

There are few true curricula for study skills training, but many resources which could be utilized for individualized instruction (as in a resource room) or assembled into coherent units of instruction for groups of students. Several inventories also exist that can be used to measure the study skills of students. Often, effective study skills are linked to the learning styles of a student. Therefore, learning styles instruments are included.

Sample Key Skills

- Alphabetizes words
- Finds alphabetized words
- Uses dictionary
- Uses dictionary guide words
- Finds word in dictionary
- Finds word spelling from dictionary
- Uses card catalog
- Uses reference materials and books
- Locates materials by subject, author and title
- Uses reference books
- Uses table of contents
- Uses index
- Uses glossary
- Organizes information in outline form
- Highlights important information
- Takes notes from a book
- Maintains a notebook
- Scans written material for answers
- Highlights important information in text
- Identifies main idea in chapter
- Paraphrases written passage in own words
- Takes notes during a lecture
- Organizes notes in outline form
- Asks speaker for clarification when appropriate
- Attends to assigned task
- Follows directions for completing assignment
- Places assignments in priority order
- Follows time line for completing assignments
- Develops personal study plan
- Finds effective place for studying
- Studies for test

ADAPTED FROM: MASTER OBJECTIVE LIST, Pennsylvania Department of Education, 1986

Materials

A wide variety of materials to teaching functional skills are currently on the market. The following list offers a sample of some of those materials.

Titles	Publishers
Study Attitudes and Methods Survey (SAMS)	**Educational & Industrial Testing Service**
Survey of Study Habits and Attitudes	**Psychological Corporation**

Semantic Organizers: A Study Strategy for Special Needs Learners	**ASPEN Publications**
School Survival Skills Curriculum	**Dept. Special Ed. University of Pittsburgh**
A Guidebook for Teaching Study Skills and Motivation	**Allyn & Bacon**
SCHOOL SURVIVAL SKILLS	**Guidance Associates**
Aids to Memory: Notetaking Skills	**Guidance Associates**
Putting Ideas into Order: Outline Skills	**Guidance Associates**
How to Study Effectively:	**Guidance Associates**
Test-Taking Skills: How to Succeed on Standardized Examinations	**Guidance Associates**
How to Listen Effectively	**Guidance Associates**
STUDY SKILLS LEARNING PACK (MIDDLE/JUNIOR HIGH)	**Curriculum Associates**
Study Skills: Strategies and Practice	**Curriculum Associates**
Following Directions	**Curriculum Associates**
Thirty Lessons in Notetaking	**Curriculum Associates**
Organization Skills	**Curriculum Associates**
Dictionary Skills	**Curriculum Associates**
Research Reports	**Curriculum Associates**
Problem-Solving in Science	**Curriculum Associates**

Community Agencies

Although study skills appear to be school specific, students should be shown how these skills carry over to adult life. For example, a field trip or guest speaker from a car dealership can explain to students the frequency of use of technical manuals, finding parts numbers, writing work orders, using an index or glossary, etc. An office worker could relate the importance of alphabetizing, spelling, using the dictionary, organization and time management skills and taking notes from meetings. A salesperson perhaps could share with students the type of test taken prior to employment and the need for good test taking skills. Another good resource might be a recent graduate who is able to visit and relate how these kinds of skills help on his/her job or daily life.

Suggested Parent Activities

1. Encourage your child to look up answers to questions asked (i.e. how many cups make up a quart?) instead of just answering the question.
2. Help child arrange a permanent study place at home.
3. Help child study by reading the textbook and asking questions about the main ideas or the implications of the reading (i.e. why is it important to be able to read a thermometer?).
4. Encourage child to restate a conversation in order to sharpen listening skills.

Additional Readings

Barnes, Brown & Burgdorf (nd). Developing basic study skills. Texas: Steck-Vaughn.

Corvallis School District (1983). Writing in vocational education. Salem, OR: Oregon Career Development Consortium.

Flanagan, M. & Johnson J. (1987). ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide. Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Gleason, M.M. (1988). Study skills. Teaching Exceptional Children, 52-57.

Hughey, J. & Ferrugia, T. (1987). Guidance activities for special needs students. Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Kearns, D. & Williams-Graham, J. (1988). Basic skills instructor manual. Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Schumaker, J.B., Nolan, S.M. & Deshler, D.D. (1985). Learning strategies curriculum: The error-monitoring strategy. Lawrence, KS: University of Kansas.

Sweet Home High School (1983). Speaking and listening in vocational education. Salem, OR: Oregon Career Development Consortium.

Swiderski, E. & Zettel, C. (1983). Study skills: Learning made easier. Apple Valley, MN: 13262 Europa Ct.

VOCATIONAL COMPETENCIES

Narrative

Vocational competencies are easily understood when related to functional curriculum. All vocational curricula are based on competencies needed to be successful in the workplace. Therefore, vocational competencies are relevant and student centered. In Missouri, a formal system known as the Vocational Instructional Management System (VIMS), has been adopted. VIMS is not a subject, not a curriculum, not a method of teaching. It is a way of organizing instruction and managing to master the objectives--especially those deemed most important; and that teachers, students, parents and industry know precisely what has been achieved and what remains to be done. Component parts of VIMS are occupational (program) goals, occupational analysis or competency list (duties and tasks), performance objectives (knowledge, skills, and attitudes), instructional delivery methods (instructional material), competency measures (written or performance) and competency profiles (recordkeeping).

VIMS is especially applicable for vocational education today because of the current emphasis on economic productivity and job preparedness. Designed to be useful in any vocational programs--the VIMS is a systematic way for a school to establish clear priorties, define the scope and sequence of its instructional programs and encourage better student achievement. The VIMS approach also includes built-in procedures to facilitate effective linkages with the world of work. (Missouri Schools, May, 1983, p. 21)

V-TECS produces valid, up-to-date materials for use in vocational-technical curricula development, program planning and program evaluation. Two major products are available--Catalogs and V-TECS Guides. The catalog is the result of an analysis of an occupation. Each catalog includes the tasks, tools or support material, how to perform the tasks and the standard of competent task performance, all validated by workers in the occupation.

Sample Key Skills

Key skills are developed through occupational analysis of the job. This is reflected in the vocational training usually by the use of competency lists (duties and tasks required by the position). Since each vocational program prepares individuals for different positions within the occupational cluster, a vocational training program will have numerous competency lists. Also, these competencies on which objectives are based are highly detailed and specific to the occupation. Examples of key skills include:

Business and Office Skills:

- Evaluate adherence to own work schedules and standards
- Establish or maintain files
- Use simple business math

Health Occupations

- Lift 50 lbs. minimum with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Define terminology associated with the respiratory system
- Label types of bacteria

Trade and Technical

- Conduct performance tests and determine needed repair of small engine
- Clean, inspect and assemble MacPhearson strut assemblies

Materials

A variety of materials to teach functional skills for vocational preparation are currently on the market. The following information lists and explains some possible materials which might be utilized.

Titles	Publishers
VIMS: these competency profiles are used for documenting student progress, assisting in job placement, providing student motivation, and aiding advisory committees when reviewing course content.	Instructional Materials Laboratory
V-TECS Guides provides instructors with units of instruction, learning activites, performance evaluation and so forth.	V-TEC
Driver Education for the Handicapped	**Materials Development Center**
ACCESS Skills: Vocational Readiness Skills Series	**Instructional Materials Laboratory**

Community Agencies

1. Business and Industry located in the community; since these represent the major employers of students it is essential to know their needs and wants in prospective employees.
2. Advisory Committees for each vocational program; the membership of the committee should reflect individual representatives of the workplace. The Committee is essential in development of appropriate vocational competencies.
3. Companies which supply equipment, materials, etc.; these companies can assist instructors in keeping abreast of technological changes in the various vocational areas.

Suggested Parent Activities

1. Arrange for your child to "shadow" you at work.
2. Involve parents in the decision making process of choosing the appropriate vocational program.
3. Establish student goals which can be worked on at home with parental assistance.
4. Coordinate parent support groups to deal with issues of concern about the transition from the vocational classroom to the workplace.
5. Invite parents to the vocational classroom so that they can become better informed of their child's program.
6. Work with your child on household chores to teach him/her to identify tools, materials needed for work, ordering parts, working together, handling frustration, etc.

Additional Readings

Batsch, C., Sarkees, M. & McCage, R. (1985). Linking vocational education and special education: The V-TECS connection. Journal for Vocational Education Special Needs Personnel, 7(4).

Peterson, M. & Housley, W. (1982). Entry skills needed for special needs students in vocational programs. The Vocational Guidance Quarterly, 31(2), 149-53.

LEISURE SKILLS

Narrative

Oftentimes, children and youth with special needs are not able to achieve a satisfactory level of leisure competency because they cannot reach community resources, are not aware of community resources, and/or lack the skills necessary to participate in recreational activities. Children must be given the opportunity to learn how to use their leisure time wisely. They must develop the ability to direct their leisure lives in a way which brings personal rewards and enables them to contribute to their community.

Traditionally, American education has emphasized the development of work-oriented behaviors and attitudes; leisure and recreation have received low priority. Leisure and recreation must be perceived as an integral part of the educational program. Incorporation of leisure concepts and opportunities for exploring recreational activities balances the vocational components of curricula and broadens the scope of the instruction.

The school plays an important role in providing a comprehensive, long term recreation program for disabled children. Learning how to find enjoyment and meaning during leisure is as important a part of a total educational program as learning how to read, write, and count. A closer alignment between education and recreation will provide additional benefits for the child. Increased emphasis upon leisure may create more interest in such fields as physical education, art, music, drama and dance.

Implementation of leisure in the schools requires the combined efforts of teachers and parents. Each contributes to achieving and recognition of leisure activity as a vital factor in the growth and development of the children. Teachers can infuse leisure concepts with varied subject matter as one way to demonstrate the interrelatedness of leisure and other curricula. Development of leisure skills may be intertwined with other instructional objectives, and opportunities for participation may be scheduled during and after school hours. Teachers have great potential for creating positive student attitudes toward leisure and for stimulating the desire for students to expand their leisure skills.

Parents are very important to developing leisure skills of their children. Teachers can teach skills and aid in developing interests and forming positive leisure behaviors. However, parental support of leisure behavior outside the classroom is essential if children are to have opportunities to use and to develop their skills. Parents need encouragement from school personnel and training from therapeutic recreation personnel which includes information about community resources and how parents and other family members can reinforce positive attitudes about leisure. Only through joint efforts can children and youth be productive in their leisure and recreation.

Sample Key Skills

- Identify leisure times and activities
- Set specific time aside for leisure activities
- Identify leisure activities of possible interest
- Identify resources for participation in leisure activities
- Identify ways to find leisure companions
- Identify indoor recreational activities
- Participate in indoor and outdoor recreational activities
- Participate in team sports
- Plan leisure activities schedule

Materials & Services — Publishers & Organizations

A wide variety of materials and services are currently available to teach functional leisure skills. Some of those materials and services are listed below along with their publisher and orgranizations.

Titles	Publishers
Access To The World	**Facts on File**
Access Travel: a Guide To Accessibility Of Airport Terminals	**U.S General Services Admin.**
Accommodation Of Disabled Visitors At Historic Sites InThe National Park System	**U.S. Superintendent of Documents**
Braile or large print telegrams	**Western Union**
Camping In The National Park System	**U. S. Government Documents**
Consumer Information About Air Travel For The Hanicapped	**TWA**
Disabled Visitor's Guide To The Boundary Waters Canoe Area Wilderness	**USDA (Forest Supervisor)**
Employability Skills for the Special Needs Learner	**ASPEN Publications**
Functional Living Skills for Moderately and Severely Handicapped Individuals	**PRO-ED**
Greyhound Lines Silent Information Service	**Greyhound**
A Guide for the Diabled Traveler: the United States, Canada, and Europe	**Simon & Schuster**
A Guide To Recreation, Leisure And Travel For The Handicapped	**Resources Director**
Guidebooks For Handicapped Travelers	**President's Committee**
Handi-Travel: A Resource Book for Disabled and Elderly Travelers	**CRCO**
Hearing imparied travelers access to closed captioned television	**Hyatt Hotels Corporation**
Leisure Education for the Handicapped	**College Hill Press**
Life-Centered Career Education Reach Foundation	**Council for Exceptional Children Reach Foundation**
Skills to Achieve Individual Learning (SAIL)	**Melton Peninsula Inc.**
Services for the Disabled	**One World Trade Center**

Ski Guide for Visually Impaired	**Light House Recreational Serv.**
Sports and Recreational Programs for the Child or Young Adult with Physical Disability	**American Academy of Orthopedic Surgeons**
Talking Travel Books	**National Library Service for the Blind and Physically Handicapped**
TDD services	**Polaroid Corp.**
Travel Tips for the Disabled	**Disabled Student Services Office**
Travel Tips for the Handicapped and Access Travel	**Consumer Information Center**
The United States Welcomes Handicapped Visitors	**U.S. Travel and Tourism Administration**

Leisure Skills Agencies

American Athletic Association for the Deaf
3916 Lantern Drive
Silver Spring, MD 20902

American Blind Bowling Association
150 N. Bellaire Avenue
Louisville, KY 40206
(502) 896-8039

American Wheelchair Pilots Association
1621 E. 2nd Avenue
Mesa, AZ 85204
(602) 831-4262

American Wheelchair Bowling Association
6718 Pinehurst Drive
Evansville, IN 47711
(812) 867-6503

Blind Outdoor Leisure Development (BOLD)
533 E. Main Street
Aspen, CO 81611
(303) 925-8922

Boy Scouts of America
Scouting for the Handicapped Division
P.O. Box 61030
Dallas/Ft. Worth Airport, TX 75261

Braille Sports Foundation
730 Hennepin Avenue, Suite 301
Minneapolis, MN 55403

Breckenridge Outdoor Education Center
Programs for Handicapped
P.O. Box 61067
Sacramento, CA 95860

Disabled Sportsmen of America
P.O. Box 26
Vinton, VA 24179

Health Sports, Inc.
1455 West Lake Street
Minneapolis, MN 55408

Indoor Sports Club
1145 Highland Street
Napoleon, OH 43545

International Committee of Silent Sports
Gallaudot College
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5114 (Voice or TDD)

International Foundation for Wheelchair Tennis
2203 Timeberloch Place
Suite 126
The Woodlands, TX 77380

International Wheelchair Road Racers Club, Inc.
30 Mayo Lane
Stamford, CT 06902

Minnesota Outward Bound School
P.O. Box 250
Long Lake, MN 55356
(612) 473-5476

National Archery Association
1750 E. Boulder Street
Colorado Springs, CO 80909
(303) 578-4576

National Association of Handicapped Outdoor Sportsman
P.O.Box 25
Carterville, IL 62918

National Association of Sports for Cerebral Palsied
% Craig Huber
66 East 34th Street
New York, NY 10016
(212) 481-6539

National Committee on the Arts for the Handicapped
1701 K Street NW
Suite 905
Washington, DC 20006

National Foundation for Happy Horsemanship for the Handicapped
Box 462
Malvern, PA 19355
(215) 644-7414

National Foudation of Wheelchair Tennis
15441 Redhill Avenue
Suite A
Tustin, CA 92680

National Handicapped Sports and Recreation Association
Farragut Station
P.O. Box 33141
Washington, DC 20033

National Inconvenienced Sportsman Association
2215 Allegheny Road
El Dorado Hills, CA 95630

National Wheelchair Athletic Association
3617 Betty Drive
Suite S
Colorado Springs, CO 80907
(303) 632-0698

National Wheelchair Basketball Association
110 Seaton Center
Lexington, KY 40506
(606) 257-1623

National Wheelchair Shooting Federation
545 Ridge Road
Wilbraham, MA 01095

National Wheelchair Softball Association
P.O. Box 22478
Sioux Falls, SD 55422

North American Riding for the Handicapped Association, Inc.
P.O. Box 33150
Denver, CO 80233

Physically Challenged Swimmers of America
22 William Street #225
South Glastonbury, CT 06073

Ski for Light, Inc.
Skiing for Visually Impaired and Physically Handicapped
1455 West Lake Steet
Minneapolis, MN 55408

Special Olympics
1701 K Steet, N.W.
Suite 203
Washington, DC 20006
(202) 331-1731

Special Olympics
Joseph P. Kennedy, Jr., Foudation
1350 New York Avenue, NW, Suite 500
Washington, DC 20036

U.S. Association of Blind Athletics
55 West California Avenue
Beach Haven, NJ 08008
(609) 491-1017

United States Deaf Skiers Association
Attention: Mr. Gutfran
Two Sunset Hill Road
Simsbury, Ct 06070
(203) 244-3070

United States Wheelchair Sports Fund
% Nassau Community College
Garden City, NY 11530
(516) 222-1245

Vinland National Center
3675 Ihduhapi Road
Loretto, MN 55357
(612) 479-3555

Wheelchair Motorcycle Association, Inc.
101 Torrey Street
Brockton, MA 02401
(617) 583-0241

Suggested Parent Activities

1. Discuss vacation finances with your child.
2. Plan a future family vacation with your child.
3. Help your child evaluate favorite activities.
4. Help your child plan a budget that incorporates recreational expenses.
5. Discuss with the child the value of time away from school or work.
6. Involve your child in their leisure time activities.
7. Discuss options the child can exercise in leisure time.
8. Encourage your son/daughter to participate in individual and group activities.
9. Assist your child in enrolling (if necessary) in a program.

Additional Readings

RECREATION & LEISURE

LEISURE EDUCATION FOR THE HANDICAPPED by Michael Dender et al (editors) is a field tested sourcebook on leisure activities for handicapped students. It is available for $15.00 from College-Hill Press, 4284 41st Street, San Diego, CA 91105.

SPORTS AND RECREATIONAL PROGRAMS FOR THE CHILD OR YOUNG ADULT WITH PHYSICAL DISABILITY is a 98 page book of the proceedings of the seminar sponsored by the American Academy of Orthopedic Surgeons. Summaries of each presentation are included, as well as a chart which helps determine which sports can be participated in and what adapted rules or equipment may be needed. The cost of the book is $10.00 and it is available from the American Academy of Orthopedic Surgeons, P.O. Box 7195, Chicago, IL 60680.

CAMPING IN THE NATIONAL PARK SYSTEM cites approximately 50 parks with accessible campgrounds. It is available for $3.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

ACCOMMODATION OF DISABLED VISITORS AT HISTORIC SITES IN THE NATIONAL PARK SYSTEM is a booklet designed for the managers and staff of national parks, to assist them in meeting the goal of giving disabled citizens the opportunity to visit historic sites. The cost of the booklet is $5.00 and it is available from the U.S. Superintendent of Documents, Government Printing Office, Washington, DC 20402.

SKI GUIDE FOR VISUALLY IMPAIRED lists Alpine and Nordic ski programs for blind and visually impaired people. It is available in braille, print and on returnable cassette. For additional information contact Dan Forer, Director of Lighthouse Recreational Services, Lighthouse Center, 745 Buchanan Street, San Francisco, CA 94102 or (415) 431-1481 extension 45.

GUIDEBOOKS FOR HANDICAPPED TRAVELERS is a free booklet available from the President's Committee on Employment of the Handicapped, 1111 Twentieth Street and L Street NW, Washington, DC 20210.

SERVICES FOR THE DISABLED is the title of a brochure available from the Port Authority of New York and New Jersey. It describes how Port Authority facilities became accessible, and how employment and recruitment of persons with disabilities took place. A list of accessible sites and their phone numbers is included. For a free copy contact The Personnel Department, One World Trade Center, 61st Floor, New York, NY 10048.

DISABLED VISITOR'S GUIDE TO THE BOUNDARY WATERS CANOE AREA WILDERNESS is a publication which focuses primarily on more accessible canoe routes in the Boundary Waters Canoe Area Wilderness. It includes tips on trip planning, a list of water related hazards and organizations that can help individuals with impairments enjoy the Boundary Waters Canoe Area Wilderness. It is available free from Forest Supervisor, USDA-Superior National Forest, P.O. Box 338, Duluth, MN 55801 or (218) 727-6692.

A GUIDE TO RECREATION, LEISURE AND TRAVEL FOR THE HANDICAPPED is a set of two volumes: Recreation and Sports and Travel and Transportation. It includes information on recreational and leisure activities, competitive sports, recreation equipment, play, and sports associations as well as travel, transportation, camps, and access guides. To order the set ($109.00) contact Resource Directories, 3103 Executive Parkway, Suite 212, Toledo, OH 43606.

THE UNITED STATES WELCOMES HANDICAPPED VISITORS has been produced by the Society for the Advancement of Travel for the Handicapped (SATH) under a grant from Greyhound Lines and the United States Travel and Tourism Administration. It provides step by step information about planning all aspects of a trip. Lists of transportation services, hotels, tourist attractions, legal protection, organizations and agencies which provide special services to disabled persons are included. The Booklet is free from the United States Travel and Tourism Administration, U.S. Department of Commerce, Washington, DC 20230 (include a #10 standard envelope with your request).

ACCESS TO THE WORLD is printed in large type and includes discussions of modes of transportation, services, hints and advice for the handicapped traveler. The book is available for $14.95 from Facts on File, 460 Park Avenue South, New York, NY.

CONSUMER INFORMATION ABOUT AIR TRAVEL FOR THE HANDICAPPED is a free brochure available from Trans World Airlines (TWA), 605 Third Avenue, New York, NY 10016.

POLAROID CORPORATION now has a TDD service for hearing impaired customers who have questions about Polaroid cameras, films and services pertaining to amateur and industrial products. The Service is available Monday through Friday, 8 a.m. to 5 p.m. Eastern Time. The toll free TDD numbers are 1-800-448-6708 and in Massachusetts 1-800-848-7100. The toll free number for voice is 1-800-225-1384.

IN TOUCH NETWORKS, INC. for print impaired persons now has 55 affiliates and over 200,000 listeners nationally. The program features more than 100 national newspapers and magazines read by over 400 volunteer broadcasters with one hour of its daily schedule devoted to Spanish language periodicals. Expanded coverage is due to a satellite channel donated to IN TOUCH by Satellite Syndicated Systems, Inc. of Tulsa.

Richard Simmons has established the REACH FOUNDATION to provide for exercise facilities for persons with disabilities in hospitals around the country. For more information contact the director of the Reach Foundation, Larry Apolaca at Orthopaedic Hospital, 2400 South Flower Street, P.O. Box 60132, Terminal Annex, Los Angeles, CA 90060.

TRAVEL

HYATT HOTELS CORPORATION offers hearing impaired travelers access to closed captioned television viewing at 78 hotels in the United States. For additional information contact Karen Rugen, Madison Plaza, 200 West Madison, Chicago, IL 60606 or (312) 750-8023.

WORLD AIRWAYS has recently completed a project designed to provide access to the skies for all its passengers. It has equipped all of its planes with the new light weight collapsible on-board wheelchairs and its entire fleet has movable armrests for easier access to seats. Lavatories have grab bars and planes are equipped with inflight briefing booklets printed in braille and videotapes for deaf and hearing-impaired passengers. The Special Services phone number for World Airways is 1-800-526-9247 (voice) and 1-800-621-4337 (TDD).

GREYHOUND LINES now has a SILENT INFORMATION SERVICE for hearing impaired customers. Schedule information, fares, package express rates and baggage information are available 24 hours a day. This TDD toll free phone number is 1-800-345-3109 and in Pennsylvania is 1-800-345-3109 and in Pennsylvania is 1-800-322-9537.

HANDI-TRAVEL: A RESOURCE BOOK FOR DISABLED AND ELDERLY TRAVELERS by C. Noble is a comprehensive travel guide for people with disabilities affecting mobility, hearing and sight. It provides detailed information on transportation by air, rail, bus and ship both in North America and overseas. For additional information contact CRCO, One Yonge Street, Suite 2110, Toronto, Ontario, Canada MSE 1E5. It is available for $9.95 (Canadian).

TRAVEL TIPS FOR THE DISABLED is a pamphlet which includes tips on what to pack, power versus manual chairs, food, travel insurance, helpful publications and driving hints. To receive a copy of this pamphlet send $1.00 to Disabled Student Services Office, California State University, Fresno, CA 93740-0001.

A GUIDE FOR THE DISABLED TRAVELER: THE UNITED STATES, CANADA, AND EUROPE by Frances Barish (1984) describes accessibility (including door widths) of hotels, restaurants, theatres, tourist sites and transportation facilities. It includes a list and brief description of travel resources for disabled travelers as well as a list and brief description of American and Canadian travel agents and group tours specializing in tours for disabled clients. For additional information contact: Simon and Schuster, Inc., 1230 Avenue of the Americas, New York, NY 10020.

TRAVEL TIPS FOR THE HANDICAPPED AND ACCESS TRAVEL; AIRPORTS are booklets available free from the Consumer Information Center, Pueblo, CO 81009.

TALKING TRAVEL BOOKS are available from the National Library Service for the Blind and Physically Handicapped, Library of Congress. Topics include Europe 1984, The Traveler's Key to Northern India, The WPA Guide to California, and the WPA Guide to Florida. For additional information contact your Regional Library.

ACCESS TRAVEL: A GUIDE TO ACCESSIBILITY OF AIRPORT TERMINALS is available free from the U.S. General Services Administration, Washington, DC 20428.

Source: Science & Technology for the Handicapped (Fall, 1985). Special focus on travel, recreation and leisure. pp11-13, 19.

III. DEVELOPING A FUNCTIONAL CURRICULUM

A. ESTABLISHING SKILL PRIORITIES

Ecological inventories are used to determine which functional skills the students should learn. The focus is on the skills necessary to function in current and subsequent natural environments which relate to the demands of adult life. An ecological inventory utilizes items identified from an extensive inventory of skills performed by nonhandicapped peers of the same age in a variety of settings. The student is assessed on his/her performance of those skills identified. The steps for conducting an ecological inventory include:

1. Identify domains to be assessed (vocational, academic, community, domestic, etc).
2. Determine environments available to nonhandicapped peers (mall, etc.) in each domain.
3. Distinguish subenvironments within each environment (food court, clothing store, theatre, video arcade).
4. Identify the activities that occur within each subenvironment.
5. Delineate specific skills expected in each activity.

Assess the student in each area by observing him/her in each domain and analyze the performance as it differentiates from nonhandicapped peers . Then teach the needed skills.

By organizing the assessment into the domain areas, instructional planners can systematically review the major life areas for the skills to be included in the curriculum. The domains are vocational, domestic, recreation and leisure, and community. For example, an ecological assessment of the domestic domain includes current and future living environments such as apartment or group home.

The typical questions which could be included on the domestic assessment are:

- What do the parents want the students to learn?
- What would increase the student's contribution to his or her household?
- What are the preferences of the student?
- What activities are typical of nonhandicapped students of the same age?
- What is the social significance of the skill?
- What are the opportunities within the local community?

(adapted from Wilcox, 1983)

Establishing skill priorities in the instructional plan include determining the following:

1. **What** skills need to be taught? Skills identified in each of the domains are placed in priority order. Specific questions to ask when establishing a priority include:

    a. Are the skills functional for the student? (A question to ask is if the student does not learn to perform a specific activity will someone have to do it for him or her? If the answer is "yes," it is probably a functional skill *(Brown, 1979)*.

    b. Will the skills result in normalization for the student? Are the skills typical of those performed by nonhandicapped peers *(Falvey, 1986)*?

2. **How** will the skills be taught? Which instructional methods will be used?

    - traditional instruction
    - task analysis
    - content and application-centered instruction
    - direct instruction
    - academic learning time modification
    - curriculum based assessment and instruction
    - community intensive instruction
    - transitional instruction *(Bigge, 1988)*

3. **Where** should the skills be taught? Naturally occurring environments and real life situations provide the best opportunities for skill development. Skills should be taught in the environments where students are expected to perform them *(Falvey, 1986)*.

4. **Who** will teach the skills? Instructional staff may include speech therapists, physical therapists, occupational therapists, itinerant trainers and parents. Creative instructional plans are extremely helpful when utilizing natural environments.

B. STEPS IN DEVELOPING A FUNCTIONAL CURRICULUM

The following fourteen factors outline and describe steps to take when developing a functional curriculum. These steps may also assist when adapting current curricula to become more functional, rational, and age-appropriate.

1. Assess your present curriculum and materials using the Instructional Materials Review Form in the appendices. Determine the appropriateness of the materials. Where are the skills being taught? Are they applied to practical and useful situations in real life? Are the skills and tasks appropriate to the age of the student?

2. Determine adaptations or changes which need to be made. Examine each unit of study or the overall curriculum and for each:
    a. Develop general goals
    b. Develop specific objectives
    c. Identify functional contexts in which each specific objective will occur (most natural setting environment.)
    d. Identify the cognitive dimension of each functional context (clarify the mental and intellectual processes central to the behaviors.)
    e. Identify the psychomotor aspects
    f. Identify the health and safety features
    g. Determine the materials to be used

h. Design motivating activities for each task
i. Develop follow-up activities
j. Assess the effectiveness of the plan and make changes

(Bender & Valetutti, 1982)

3. Review new materials to match needs using the Instructional Materials Review form in the appendices. Are the skills taught in functional contexts?

4. Meet with families to outline the instructional plan and solicit their assistance. Information about family activities and preferences can be obtained by surveys and questionnaires. Samples of these are found in the appendices. These measures indicate the types of skills which are likely to occur in the home environment. Families can be of assistance in planning instruction and providing practice for functional skills.

5. Develop a community plan. Community resources provide rich opportunities for the development of functional skills in the vocational and community domains. By developing a resource list of possible employers as well as other community resources, teachers are able to identify "community classroom" opportunities.

   - Community Awareness Campaign -- Keep the community informed about the success of your program and your need for their assistance.

   - Job Analysis -- Meet with community employers to gather, evaluate and record job data that describes what the workers do, how the work is done, the results of the work, work characteristic and content. This can be done using the job analysis form in the appendices.

   - Develop a Job Bank -- Identify available or potential jobs in the community by using the Job Bank Form on Resource page 9. Keeping updated Job Bank forms on file assists the teacher in locating community jobs for students.

   - Student Match Forms -- Provide a profile of each student's vocational training, experience, interests, goals and other requirements so that job satisfaction and adjustment occur: Job matching directs training and placement activities. The Student Job Match form is in the appendices.

6. Reorganize lesson plans to include functional contexts. Provide "real life" experiences in the instruction and application of functional skill training. Utilize the environments in which the skill is to occur. Instruction must be meaningful and useful.

7. Check lessons for age-appropriateness. Although functionality is an important issue at all ages, as a student grows older, their instructional programs should include an increasing number of skills that are immediately usable; skills that are crucial for independence in the natural environment *(Langone 1981)*.

8. Develop instructional plans. Once the skills to be learned have been prioritized, the next step is to develop instructional plans. The plan identifies the domain, environment and subenvironments where the skill will occur. Functional instructional activities and meaningful contexts are specified. Evaluation measures and criteria provide assessment which follows the instruction. Sample instructional plans appears in the appendices.

9. Share instructional plans with families and community personnel and seek their input and concerns. Families, employers and other agency personnel can offer valuable insights into the needs of the student. As a part of the ongoing assessment of the functional curriculum, other interested parties should have regular input into the process. These individuals can also serve to reinforce the skills being taught.

10. Organize a list of community agencies and make appropriate referrals (for jobs, vocational rehabilitation, postsecondary training, etc.). Know the agencies that serve your community. Contact the agency representatives and learn as much as possible about eligibility and referral procedures. Interagency cooperation is an important component of a successful functional curriculum/transition program.

11. Maintain community and family involvement through activities, advisory committee input, and annual awards. Utilize these resources by involving them in program planning, volunteering on field trips and as guest speakers. Acknowledge their contributions publicly with awards and certificates of appreciation.

12. Establish someone as the transition coordinator if necessary. The role of this individual is to evaluate the needs of the program as it changes and to enhance the coordination of services. It may be a part-time responsibility of someone who is working in the district such as the director of special education, the vocational adjustment coordinator, or an individual special education teacher.

13. Provide work adjustment for students with jobs in order to trouble-shoot problems and maintain a positive, successful program. Work adjustment relates to the change process that enables the individual to function in the role of worker. The process assists the worker in overcoming vocational deficiencies by focusing on the individual's vocational goals and aspirations. Work adjustment includes an orientation to the world of work, skill development and remediation *(Brolin, 1982)*.

14. Evaluate and update curriculum (ongoing) and keep accurate records of students' progress. The results of assessments should be well organized. Strengths and weaknesses should be observed and recorded. For each skill area a statement specific to the student's abilities and inabilities should be noted. Adjustments must be made, as necessary, as students progress through the instructional process toward educational goals.

C. RESOURCES FOR DEVELOPING A FUNCTIONAL CURRICULUM

In order to complete the fourteen steps listed above, a number of resources might be utilized. The following provides a list of the resources selected for use in this guide. Each of the resources listed may be found in the appendices and may be adapted for use with students of varying needs.

Establishment of Priorities Among Skill Areas
Instructional Materials Review Form
Parent/Guardian Transition Questionaire
Parent Questionaire

Home Leisure Activities Survey
Peer Recreation/Leisure Activites Survey
Needs Assessment for Transitional Planning From School To Community
Job Analysis Form
Job Bank
Student Job Match Form

D. ASSESSING FUNCTIONAL SKILLS

Functional skills are assessed in order to collect information which is used to plan meaningful curriculum and effective instructional strategies. Teachers need as much information as possible to develop goals and objectives for the IEP.

A variety of personnel may contribute to the assessment process. Professionals may include the teacher, counselor, physical and occupational therapists, speech, and language specialists and psychologist. The parents and the student also contribute to the process. Collaborative multidisciplinary, interdisciplinary or transdisciplinary, sharing enhances the assessment process.

Good assessments lead to the development of goals and objectives that "fit" the student. Informal assessment: observation, and anecdotal records provide helpful information. Formal assessment tools include: standardized measures, criterion-referenced measures, grade level proficiency assessment and ecological and student repertoire inventories *(Bigge, 1988)*.

Ecological inventories are most useful in assessing functional skills. Ecological inventories are community referenced rather than norm or criterion-referenced. They detail the specific skills needed for current and subsequent environments. These inventories are most commonly used with students' requiring functional skill development.

Ecological inventories help identify and then reduce the discrepancy between skills used by nonhandicapped persons in natural environments and those skills used by handicapped persons in the same environments. The goal in reducing the discrepancy is normalization. Specific information is collected about the student's repertoire of skills. Details regarding discrepancies become the foundation for functional skill development. Instructional objectives are developed, which form the functional skills curriculum. Ongoing assessment is accomplished by using the material to be learned as the basis for assessing the degree to which it has been learned *(Tucker, 1985)*. This curriculum Based Assessment (CBA) measures the direct effects of daily instructional activities, and focuses on both assessment and instruction. The goals and objectives relate to curriculum based activities. The discrepancies are reduced as skills are mastered.

Informal assessment, ecological inventories and student skill and behavior repertoire inventories may be used in community assessments involving agencies, employers and the school. The student is assessed on how he functions in each of these settings and with each group. The assessment determines the level of functioning which is expected in each setting. The discrepancy is noted, a criteria of appropriate functioning is targeted and instructional activities are carried out.

Other informal assessment measures may include a student self-assessment, reporting likes and dislikes, hobbies and interests. Parent questionnaires provide information of home environment, resources, leisure activities and expectations. Samples of these surveys are in Appendices.

E. BENEFITS OF A FUNCTIONAL CURRICULUM

Functional curriculum makes a significant contribution to the quality of life for many students with disabilities. The goal is to enable students to participate as fully as possible in the major life areas. It is highly individualized to the specific needs of the student. The benefits of functional curriculum include:

1. **Assisting with transition into adulthood.** Skill development focuses on current and future anticipated environments. Students sequentially learn the skills needed in order to function successfully in adult environments; work, home and community living.

2. **Enhancing generalization of learning.** Skills are performed in a variety of natural circumstances and situations. Skill training is process oriented. With practice, skills generalize to other environments. Generalizable skill areas include: mathematics, communication, interpersonal relations and reasoning skills *(Grennen, 1984)*.

3. **Meeting the needs of the individual.** Individual assessment, prioritizing of skills to be taught and individualized instructional and assessment plans strategically focus on the specific needs of the learner.

4. **Providing meaningful education, based on real-life experiences.** Skills are taught in functional contexts, in situations where they naturally occur. Skill acquisition is purposeful and immediately useful.

5. **Building on the needs of adulthood beginning in elementary school.** Self care, daily living personal and social skills instruction begins early in the student's life. As he progresses through the individualized functional curriculum, prevocational, vocational and community living skills are incorporated. The curriculum is meaningful to the students current life stage and continually builds skills to support the needs of adult life.

A functional curriculum enhances the outcome of the educational process by providing age-appropriate skills which are essential for a successful adult life.

Appendices

ESTABLISHMENT OF PRIORITIES AMONG SKILL AREAS

I. What skills need to be taught?

A. Are the skills FUNCTIONAL for the student?

1. Are the skills being considered chronologically age appropriate?
2. Are these skills required across a variety of environments?
3. Can these skills be used often?
4. Does someone have to perform the skill for the student?
5. How do handicapped peers use the skill?
6. What skills would the student desire?
7. What is the student's present level of performance of these skills?
8. What family needs have been considered when determining skills?

B. Will the skills result in NORMALIZATION for the student?

1. What skills does society value?
2. What are nonhandicapped peers being taught?
3. What are nonhandicapped peers doing?
4. What skills would reduce normal/handicapped discrepancy?
5. What skills would result in increased opportunities for interaction with nonhandicapped peers?
6. What skills would lead to less restrictive alternatives?
7. What skills would promote independence?

C. What are the SKILL/TASK characteristics?

1. What are the skills involved in this task/activity?
2. What are the skills needed for or enhanced by this task/activity?
3. What skills can be integrated across tasks?
4. What skills can be recombined into other more complex skills?
5. What skills will meet the largest variety of the student's needs?
6. What skills will make maximum use of the student's learning strengths and styles?
7. What skills will provide opportunities for practice?
8. What family needs have been considered when determining skills?

II. How will the skills be taught:

A. What are the student's learning styles and strengths?
B. What is the student's learning rate?
C. How well is student able to tolerate change, confusion, chaos, etc.?
D. How well is the student able to generalize?
E. How well is the student able to respond to natural and instructional cues and consequences?
F. Where does the student have difficulty in a given sequence or activity?
G. What patterns emerge across environments, materials, cues, persons, etc, when the student has difficulty?
H. Is the student's communication understood across persons and environment?

III. Where should the skills be taught?

A. Are the environments chronologically age appropriate?
B. Are the environments accessible for teaching during school hours?
C. Are the environments preferred by the students?
D. Are the environments frequently used by the student, nonhandicapped peers and the student's family?
E. Are there opportunities to teach many skills in these environments?
F. Is there a high probability that the student will acquire the skills necessary to function in these environments
G. Are the environments appropriate for the student now (current) and in the future (subsequent)?
H. Are the environments safe for the student, and/or will the student likely acquire the safety skills necessary to participate in the activities the environment?

Falvey,M. (1986) Community based curriculum: Instructional strategies for students with severe handicaps. Baltimore, MD: Paul H. Brookes.

Instructional Material Review

Name of Material _____

Author _____ Copyright Date _____

Vendor Address _____

Cost _____ Reviewer _____

Type of Material:

_____ textbook _____ slide tape _____ model
_____ filmstrip _____ videotape _____ other (specify)

Appropriate grade level: _____

_____ Elementary _____ Junior High _____ High School

Readability level: _____

Intended use of material:

____ student resource ____ individual instruction ____ reinforcement material
____ teacher resource ____ group instruction ____ combination (specify)

	YES	NO	COMMENTS
1. Reading level is appropriate for special needs learners.			
2. There are generous amounts of space on the printed page.			
3. The print and illustrations are legible.			
4. The interest level is appropriate.			
5. The illustrations are interesting, relevant, and simple.			
6. The material is current in content and appearance.			
7. The material is free of racial, ethnic, or sex stereotypes.			
8. New vocabulary is highlighted and defined.			
9. Concepts are presented clearly with concrete examples.			
10. Learning objectives are stated.			
11. Instructional units are sequenced properly.			
12. Review questions and answer keys are provided.			
13. Student worksheets or workbook is provided.			
14. The product can be reused by other students.			
15. The material is flexible enought to allow for supplemental materials to also be used.			
16. Required teacher preparation time is reasonable.			
17. Teacher handbook or manual is provided.			
18. The material can be used with present classroom facilities time and equipment.			
19. Measures for evaluating student progress are included (pre and post tests, etc.).			
20. The material can be reproduced at a minimum cost.			

ADAPTED FROM: The Special Needs Learner in Employment-Related Training (1985).

Parent/Guardian Transition Questionnaire

A Guide for Transition Planning

1. Have educational or other personnel talked with you about the postschool future of your son/daughter?

2. What do you want for your son/daughter during the next year, in 5 years, 10 years?

   Recreation/Leisure:

   Vocational:

   Community:

   Domestic:

3. What most concerns you about the future of your son/daughter?

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

5. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation?

6. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

7. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

8. With whom and where would you like your son/daughter to live? Specify the nature of the living situation, e.g., apartment, house, etc.

9. Where would you like your son/daughter to work? Specify the nature of the work.

10. What recreation/leisure facitlities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

Midwest Regional Resource Center. (1982). Child-parent-educator: The link to success. Des Moines, IA: Drake University.

PARENT QUESTIONNAIRE

1. What types of jobs does your son or daughter perform at home?
   For example: Making his or her bed
   Setting the table
   Watering the lawn
   Preparing a meal
   Raking leaves

2. Does your son or daughter have any jobs outside the home?

3. What jobs do the nonhandicapped siblings perform at home?

4. Does your son or daughter have any special hobbies or interests?

5. What types of jobs/responsibilities at home would you like your son or daughter to be able to perform?

6. In terms of feeding himself or herself, are there any skills you would like your son or daughter to learn?

7. What dressing skills would you like your son or daughter to learn?

8. In terms of personal hygiene, what are the skills your son or daughter has now and what would you like him or her to learn?

9. What types of home recreational leisure activities would you like your son or daughter to learn?

10. How does your son or daughter get along with other family members?

11. What skills would enable him or her to participate more in family activities?

12. What places do you think your son or daughter might go when he or she is older?

13. In the future, where do you see your son or daughter living?
    For example: Supervised apartment
    Group home

14. What type of work do you think your son or daughter might do when he or she is older?

15. What activities does your son or daughter now enjoy that might lead to vocational preparation?

16. What skills and/or activities not already mentioned would you like your son or daughter to learn so that you don't always have to do them for him or her?

Midwest Regional Resource Center. (1982). Child-parent-educator: The link to success. Des Moines, IA: Drake University.

HOME LEISURE ACTIVITIES SURVEY

Student _____ Date_____

Completed by _____

1. Please list any leisure activities available in your home, including other activities and games, in which your child has shown some interest.

2. What are your child's favorite leisure activities?

3. What does your child typically do during his or her free time?

4. Can you list some indoor or outdoor activities your family enjoys doing together? (Please list these beginning with those you most prefer.)

5. Are there any special space or transportation needs that we should consider in planning leisure or recreation activities for your child?

6. People resources: Are there other people in the home who spend leisure time with your child? Who and what would you like your child to be able to do with these persons?

7. Which of these activities are available in the home?

____ stereo	____ video games	____ age-appropriate book
____ television	____ board games	____ basketball goal
____ computers	____ radio	____ other (_____)

8. Please assign a rating to each activity to indicate how interesting you think your child would find the activity.
1 = not very interesting; 2 = somewhat interesting; 3 = very interesting

____ stereo	____ video games	____ age-appropriate book
____ television	____ board games	____ basketball goal
____ computers	____ radio	____ other (_____)

10. Which of these activities do you feel are appropriate leisure time activities for your child?

____ stereo	____ video games	____ age-appropriate book
____ television	____ board games	____ basketball goal
____ computers	____ radio	____ other (_____)

Adapted from: *Wehman, P., Renzaglia, A., Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX: Pro-Ed.*

Peer Recreation/Leisure Activities Survey

Age _____ Name _____

Date _____

1. List at least three things that you do in your free time.

_____

_____

_____

2. List five of your favorite activities or games.

_____ _____

_____ _____

_____

3. List three activities that you and your family do together in your free time.

_____

_____

_____

4. List three of your most favorite outdoor activities.

_____

_____

_____

5. List any clubs or groups you belong to.

_____

_____

6. List five of your favorite records or singers.

_____ _____

_____ _____

_____

Adapted from: Wehman, P., Renzaglia, A., Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX: Pro-Ed.

Parent's Name _____ Student's Name _____

NEEDS ASSESSMENT FOR TRANSITIONAL PLANNING FROM SCHOOL TO COMMUNITY

Educators and parents need to think carefully about the relationship of the education of handicapped students to the eventual post-school needs of these individuals as adults.

Access to these services is not always easy or even possible without careful long-range planning for the transition of a youth from school to community.

So that educators may be able to develop a working transition program, please answer the following questions which will give us some valuable information for developing such a post-school program.

1. Will your child be able to enter the adult world without special support beyond the family?

2. Do you know what services are available for your child once they reach graduation?

3. Do you have short-term and long-term arrangements for financial support for your child?

4. Will your child have insurance?

5. Has your child been formally assessed for vocational placement?

6. What living arrangements will you expect or like your child to receive after job placement?

7. Does your child have adequate self-help skills if left unattended?

8. Does your child have favorite leisure activities? If so, what are the activities your child enjoys?

9. What kind of transportation will your child receive after job placement?

10. Does your child require special medical attention?

Adapted from: *Midwest Regional Resource Center. (1982). Child-Parent-Educator: The Link to Success. Des Moines, IA: Drake University.*

JOB ANALYSIS FORM

Business Name: _____ **Job Title:** _____

Address: _____

Phone: _____ **Number Employed:** _____

Person Interviewed: _____ **Position:** _____

Interviewer: _____ **Date of Interview** _____

I. Qualifications

Age: Minimum _____ **Maximum** _____

General Education: **Elementary** _____ **High School** _____
Courses _____
Courses _____

Academic Skills:

Language:	**Must be a strength?**	**Yes** ____	**No** ____
Reading:	**Must be a strength?**	**Yes** ____	**No** ____
Writing:	**Must be a strength?**	**Yes** ____	**No** ____
Math:	**Must be a strength?**	**Yes** ____	**No** ____

Vocational Education Training Courses: _____

Apprenticeship: _____

Inplant Training: _____

On-The-Job Training: _____

Experience Required: _____

Licenses, certificates, etc.: _____

Tests given: _____

Union: Open ____ **Required? Yes** _____ **No** _____ **Fees/dues:** _____

Physical Requirements:

Medical Examination: Yes ____ **No** _____ **Comments:** _____

_____

Hearing (perceiving nature of sounds by ear)
Exceptional _____ Average _____ Not important to the job _____
Comment: _____

Talking (expressing or exchanging ideas by means of spoken word)
Essential _____ Average _____ Not important to the job _____
Comment: _____

Seeing (perceiving nature of objects by the eye: aculty far; aculty near; depth perception)
Essential _____ Average _____ Not important to the job _____

Strength:

_____ Sedentary work (lifting 10# maximum)

_____ Medium Work (lifting 50# max with frequent lifting and/or carrying objects weighing up to 25#)

_____ Heavy Work (lifting 100# max with frequent lifting and/or carrying objects up to 50#)

_____ Very Heavy Work (lifting objects in excess of 100# with frequent lifting and/or carrying of objects up to 50#)

Climbing and/or balancing: _____

Stooping, kneeling, crouching, and/or crawling: _____

_____

Reaching, handling, fingering, feeling: _____

_____

Manual Skills Required:

Manual dexterity: _____

Finger dexterity: _____

Specific abilities/skills required (e.g. paying attention to detail, reading blueprints, size and or color discrimination, eye-hand coordination, etc.): _____

_____

_____

_____

2. Working Conditions

Wages: Beginning pay _____ Pay period _____ Overtime _____

Raise potential _____

Hours: Amount: _____ **Work schedule:** _____

Job Stability: Temporary _____ **Permanent** _____ **Seasonal** _____

Benefits: Vacation _____

Illness: _____ **Medical Insurance:** _____

Pension: _____ **Temperature:** _____

Working Environment:

Inside/out: _____ **Noise Level:** _____

Wet &/or Humid: _____ **Temperature:** _____

Fumes/odors: _____

Amount of Supervision: _____

Employee Interaction: Works alone _____ **With a group** _____

Promotion possibilities:

From _____ **To** _____

3. **Job Tasks:**

Materials and products to be used:

Description of Job Tasks:

Adapted from: Pruitt, W.A. (1983). Work adjustment. Stout, WI: Walt Pruitt Associates.

JOB BANK

Business/Company Name _____

Address _____

Contact Person(s) _____ Phone _____

Job Title(s)	No. of employees	Full/Part-Time Temporarily/Permanent	Pay Range
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

This employer has expressed an interest in hiring the handicapped _____.
(date)

This employer wants someone who:

1. Has vocational training _____ Yes _____ No
   in _____ area.
2. Has previous job experience _____ Yes _____ No
   in _____ area.
3. Demonstrates skills or special abilities in _____
   _____ area(s).
4. Is physically strong: _____ Yes _____ No
5. Catches on to a job quickly: _____ Yes _____ No
6. Demonstrates the following personal qualifications: _____
   _____
   _____

7. Expresses an interest in: _____

_____

_____

_____

8. Has future goals of: _____

_____

_____

_____

9. Potential job opportunities now, later in the year, five years later:_____

_____

_____

_____

_____

This business offers the following:

_____ Raise Policy

_____ Benefits

_____Promotion Plan

_____ On-The-Job Training

_____ Apprenticeships

Student Job Match Form

Student's Name _____ Age _____

Race _____ Disability/Handicap _____

Vocational Training/Program:

Job Experience(s):

Special Abilities/Skills:

Personal Qualities:

Areas of Interest	Future Goals
_____	_____
_____	_____
_____	_____
_____	_____

Has own transportation: ____ Yes ____ No

Rides city bus: ____ Yes ____ No

Can work in _____ area of city.

Available for work _____ (time) to _____ (time) on _____ (days)

beginning _____ (date).

Needs starting salary of $ _____.

Connections between student and the following need to be made to aid in his/her transition. (Examples: DVR, DMH, etc.)

_____ _____

_____ _____

_____ _____

SAMPLE IEP

Sam Whitte is a sixteen year old boy who comes from a family of five children. He lives with his mother and step-father. It is difficult to reach either parent, but they have been cooperative with the school.

Sam has a very friendly, outgoing, and boisterous personality. Teachers often do not appreciate this in classroom situations, but those who do get along with Sam like him very much. He makes friends easily and has many friends at school. He enjoys visiting with his counselor, secretaries, other faculty members and students.

He is athletic and participates in football. As a team member Sam has gained respect from the other players and has emerged this year as a leader. Sam's current goal is to play professional football after graduation. His coach reports that he would probably not qualify in size or skill at this level so this is likely an unrealistic vocational goal. Participating in a vocational evaluation has been recommended for Sam. Currently he has a part-time job in the kitchen at the Holiday Inn. He likes his job and has been very cooperative with his employer.

Sam's test results reveal a severe discrepancy between achievement and intellectual ability in reading comprehension. Sam has no speech, hearing, vision, or health problems. This is Sam's first year on the Specific Learning Disability caseload. Sam has been cooperative with the SLD Specialist this year although he was not cooperative last year. (He resented being in the LD program and was moved to the Educational Resources Program as a result.) He attends six hours of regular classes and comes to the resource room during study hall.

Sam's grades this year are all D's and F's, except for an A in P.E. Teachers report that the low grades are primarily due to Sam's failure to turn in homework assignments. The texts for the classes in which he is enrolled are modified to be at an appropriate reading level for him. He does not request help from his teachers or from his specialist on written assignments, even when help is needed. He tells his specialist that the work is not hard, he just doesn't like to do it.

Sam is often disruptive in class. He talks loudly during classes and study periods in an overly aggressive, boisterous manner. Sam's diagnostic team feels that the behaviors he exhibits are not the result of a behavior disorder, but rather that he uses these behaviors to mask his academic difficulties.

Based on the results of a diagnostic evaluation in January of 1989, the following needs have been prioritized for Sam:

1. to improve reading comprehension
2. to improve grades to passing
3. to seek help with classwork
4. to improve classroom behavior
5. to establish realistic vocational goals.

To help meet these assessed needs, Sam's interdisciplinary team has designed an IEP providing a functional curriculum which stresses the following skills: Study Skills, Generalizable Skills (Reading Comprehension), Vocational Skills (Career Planning), and Behavior. A copy of this IEP is shown on the following pages.

INDIVIDUALIZED EDUCATION PROGRAM

Name *Sam White* Birthdate *2/27/73* Age *16* Grade *10*

Date of Program Entry *3/1/88* Handicapping Condition *Learning Disability*

Type of Services *SLD Resource Room* Re-evaluation Date *1/12/91*

Date of IEP *2/28/89* Language Spoken at Home *English*

IEP Participants:

Name *Mrs. Anna Monroe* Position *Mother*

Name *Mr. James Monroe* Position *Step-father*

Name *Mrs. Sally Smith* Position *Principal*

Name *Mr. Larry Luentz* Position *SLD Teacher*

Name *Miss Suzy Black* Position *Guidance Counselor*

Special Education & Related Services to be delivered:

Services	By Whom	Hours/Week	Implementation Date	Completion Date
SLD Resource Room	*L. Luentz*	*5*	*3/1/89*	*3/1/90*

Extent to which student will participate in regular education:

Sam will attend six regular classes per day and will have his study period in the SLD Resource Room during the 7th class period each day.

Modifications needed to meet the student's needs:

Modified texts for class materials

I have had the opportunity to participate and provide input in the development of this educational plan.

Parent/Guardian Date

Student Date

PRESENT LEVEL OF PERFORMANCE IN *Reading (Generalizable Skills)*

Sam is currently two grade levels below in reading comprehension. His teachers report that he does not complete reading assignments or written work based on these assignments. He does not ask for interpretations or clarifications of information. The texts in his classes, especially those one for Basic Themes in Literature are at a level which should be challenging but not impossible for him to read. He reports that he does not read at home or outside of class.

Annual Goal (s):

1.0 Increase reading comprehension of assigned materials

2.0 Increase reading comprehension and enjoyment of career and leisure materials

Short-term Objective(s)

1.1 Given instruction in the SQ3R reading strategies, Sam will read short passages from his homework assignments and will correctly answer 80% of the questions asked.

2.1 Given sessions in the SLD Resource Room when Sam does not bring assigned reading materials, Sam will read career and occupational information sheets and answer written questions about them with at least 80% accuracy.

2.2 Given approximately 15 minutes per week in the SLD Resource Room, Sam will read the sections of the local newspaper and will accurately discuss 80% of the articles of his choice.

Objective Number	Begin Date	End Date	Review Dates	Methods of Evaluation	Results of Evaluation
1.1	*2/1*	*3/30*	*3/1*	*Teacher observation*	
2.1	*4/1*	*5/1*	*4/15*	*Scores on question sheets*	
2.2	*3/15*	*5/1*	*4/1*	*Teacher observation*	

Student *Sam Whitte* **IEP Date** *2/28/89*

PRESENT LEVEL OF PERFORMANCE IN *Career Planning/Vocational*

Sam has currently made no formal career plans beyond expressing a desire to "be a pro football player." He does, however, enjoy his food service job at the local Holiday Inn. He needs to carefully examine his vocational interests and abilities and make realistic plans to receive the proper preparation/training in an area which matches his skills and interests.

Annual Goal(s):

1.0 Explore at least three occupations matching his assessed interests and abilities

2.0 Plan an educational program to prepare for a chosen occupation

Short-term Objective(s):

1.1 Given several discussion sessions with the SLD Resource Teacher and Guidance Counselor, Sam will identify at least three realistic occupational areas matching his vocational interests and abilities.

1.2 After selecting three occupations matching his abilities and interests, Sam will identify with 80% accuracy the job requirements, work tasks, working conditions and wage range for each occupation.

2.1 Given information about his interests and abilities for his selected occupations and a teacher-made checklist, Sam will develop career plans.

2.2 Given his chosen career plan, Sam will enroll in the appropriate vocational and/or academic courses for the next school year.

Objective Number	Begin Date	End Date	Review Dates	Methods of Evaluation	Results of Evaluation
1.1	*3/1*	*5/30*	*5/15*	*Teacher and counselor observation*	
1.2	*3/15*	*5/15*	*5/15*	*Teacher observation*	
3.1	*4/1*	*5/1*	*5/1*	*Teacher and counselor observation*	
3.2	*4/15*	*5/30*	*5/30*	*School enrollment information*	

Services: Sam will be given an informal interest inventory and a vocational aptitude assessment by the school counselor and a level III vocational assessment by the vocational evaluator.

Student *Sam Whitte* **IEP Date** *2/28/89*

PRESENT LEVEL OF PERFORMANCE IN *Behavior/Study Skills*

Sam's teachers report that Sam is frequently loud and disruptive in class. Results of the Behavior Evaluation Scale indicate that this behavior is used to mask his academic difficulties. He enjoys talking with his classroom teachers and SLD resource teacher but does not complete assignments or ask for help when needed.

Annual Goal(s):

1.0 Decrease disruptive classroom behavior

2.0 Seek help/clarification when needed

3.0 Complete assignments on time

Short-term Objective(s)

1.1 With after-class discussion with teacher and charting of behavior; at the end of the week, Sam will have 0 marks for making loud or humorous comments in each class.

2.1 Given five classroom assignments, Sam will restate assignments, asking for clarification as needed.

2.2 Given a daily session in the Resource Room, Sam will ask the SLD teacher to check his work every 10 minutes to ensure that he is following directions correctly.

3.1 Given a daily list of assignments, Sam will check off each assignment as completed.

3.2 Given three long-term projects from various classes, Sam will develop a timeline and meet each deadline for completing all of the projects on time.

Objective Number	Begin Date	End Date	Review Date	Methods of Evaluation	Results of Evaluation
1.1	*2/1*	*3/1*	*2/15*	*Examination of chart*	
2.1	*2/1*	*3/1*	*2/15*	*SLD Teacher observation*	
2.2	*3/15*	*4/1*	*3/1*	*SLD Teacher observation*	
3.1	*4/1*	*5/1*	*4/15*	*Comparison of checklist and reports from class-teachers*	
3.2	*4/15*	*5/15*	*5/1*	*Examination of timeline*	

Student *Sam Whitte* **IEP Date** *2/28/89*

IVEP

ELIGIBILITY (Documentation enclosed)

Disadvantaged
- ___ Academic
- ___ Economic
- ___ Limited English Proficiency
- ___ Visual Impairment
- ___ Other (list):

_____
_____
_____
_____

Handicapped
- ___ Deaf/Hard of Hearing
- ___ Health Impairment
- ___ Mental Retardation
- ___ Orthopedic Impairment
- ___ Serious Emotional Disturbance
- ___ Specific Learning Disability
- ___ Speech/Language Impairment

TESTS/ASSESSMENT ADMINISTERED — DATE

Achievement	_____	__/__/__
	_____	__/__/__
Aptitude	_____	__/__/__
Interest	_____	__/__/__
	_____	__/__/__
Prevocational	_____	__/__/__
Other (list)	_____	__/__/__
	_____	__/__/__

VOCATIONAL PROGRAM/CLASS

Enrolled ___
Recommended ___
- ___ Agribusiness
- ___ Business Education
- ___ Consumer Homemaking
- ___ Health Occupations
- ___ Industrial Arts
- ___ Marketing & Distributive Education
- ___ Occupational Home Economics
- ___ Trade and Industrial
- ___ Other (list)

_____
_____

RECOMMENDATIONS

PROGRAM PLACEMENT

Academic: Regular ____ Modified ____
Vocational: Regular ____ Modified ____
Other (list): _____

SKILLS TO BE IMPROVED

- ___ Career Awareness
- ___ Community Living
- ___ Communication
- ___ Computation
- ___ Employability
- ___ Independent Living
- ___ Transitional
- ___ Vocational
- ___ Other (list): _____

SERVICES/PROGRAMS

- ___ Community Agency (specify)

_____
- ___ Computer Assisted Instruction
- ___ Cooperative Education (COE)
- ___ Degrees of Reading Power (DRP)
- ___ Double 'E'
- ___ Individualized Instruction
- ___ Integration of Basic Education and Vocational Education
- ___ Missouri Cooperative Work Study Program (MCWP)
- ___ Peer Tutoring
- ___ School Within A School (SWAS)
- ___ Specialized/Adapted Equipment
- ___ Tutoring
- ___ Vocational Counseling
- ___ Vocational Evaluation/Assessment
- ___ Vocational Resource Educator

DATES:

INITIAL PLAN __/__/__
ANNUAL REVIEW __/__/__

LONG TERM GOAL: _____ __/__/__

_____ __/__/__

_____ __/__/__

PREPARED BY _____

Signature

_____ __/__/__

Title

DEVELOPERS OF PLAN

Student	_____
Parent/Guardian	_____
Voc. Counselor	_____
Voc. Instructor	_____
VAC	_____
VRE	_____
Voc. Evaluator	_____
Other (specify title)	_____
	_____

REVIEWS/REVISIONS

DATE	SIGNATURE	TITLE
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____

INDIVIDUAL VOCATIONAL EDUCATION PLAN

CONFIDENTIAL INFORMATION

Informal Vocational Assessment Summary

Student's Name _____ Age _____ Sex _____ DOB _____ Home School _____ Grade _____
Parent's Name _____ Address _____ Phone _____

I. GOALS

A. Vo-tech training interests
1st choice _____
2nd choice _____

B. Goals/interests for after high school graduation.
1. _____
2. _____
3. _____

C. Parents comments _____
_____
_____
_____

D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS

A. Prior training/experience
1. Work experience
a. Paid _____
b. Volunteer _____
c. Other (school jobs, etc.) _____
_____

B. Coursework
1. Practical arts classes and grades.
_____ _____
_____ _____
_____ _____

C. ACCESS SKILLS (attach checklist)
_____ Adequate _____ Lacking in some areas

D. Physical characteristics
1. Height _____ 2. Weight _____
3. Vision _____ Glasses _____ Contacts _____
4. Hearing _____
5. Medications _____
6. Physical limitations _____
_____

E. Attendance
1. Number of days missed: This year _____ Last year _____
2. Suspensions/detentions: This year _____ Last year _____
3. Excessive tardies _____
Reasons _____
_____

F. Grooming/behavior skills
_____

E = Excellent
A = Adequate E A NI
NI = Needs Improvement
Wears appropriate clothes _____
Clothes neat and clean _____
Hair neat and clean _____
Takes daily shower/bath _____
Brushes teeth daily _____
Keeps hands clean _____
Uses make-up appropriately _____
Peer interactions _____
Interactions w/authority _____
Reaction to criticism _____
Attention to task _____
Ability to follow oral directions _____
Ability to follow written directions _____
Quality of work _____
Quantity of work _____
Initiative _____
Works safely at all times _____
Turns in assignments _____
Attitude towards school _____
Fine motor skills _____
Gross motor skills _____

77

III. RECENT TEST DATA

A. Intelligence

WISC-R

Date _____ Other _____

Verbal _____

Performance _____

Full Scale _____

B. Achievement

Test _____ Date _____

Reading _____

Math _____

Written Language _____

Spelling _____

C. Aptitude (Aptitude tests, observations)

ASVAB Date _____ GATB Date _____

OTHER/Date _____

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____

D. Interest Inventory

Inventory Used _____

Area of Interest _____

E. Preferred Learning Style

___Auditory ___Visual ___Kinesthetic ___Combination

IV. RESOURCE INFORMATION

A. Special Services Teacher

_____

B. Counselor _____

C. Date of last IEP/IVP review _____

D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category

_____

B. Areas of strength

1. _____
2. _____
3. _____

C. Areas of weakness

1. _____
2. _____
3. _____

D. SPECIAL CONSIDERATIONS NEEDED

(Please check)

_____ Notification of special teacher or counselor concerning

_____ reading assignments

_____ written assignments

_____ math assignments

_____ tests

_____ Supplemental study guides or hand outs

_____ Assistance with note-taking

_____ Needs to use calculator

_____ Sit near front of room

_____ Tests read to student

_____ Additional time needed to complete tests

_____ Adjusted course curriculum

_____ Pass/Fail grading

_____ Use of behavior contracts

_____ Career counseling

_____ Monthly progress reports

_____ VRE monitoring/counseling

_____ Parent contact

_____ OTHER (health related, assistive devices, etc.)

_____ _____

_____ _____

_____ _____

confidential information

Individual Vocational Plan

STUDENT _____ **PARENT** _____

ADDRESS _____ **PHONE NO.** _____

SCHOOL _____ **GRADE** ____ **COUNSELOR** _____

JUSTIFICATION FOR SERVICES (TEST SCORES, SPECIAL EDUCATIONAL NEEDS)

_____

INTEREST TEST GIVEN: _____

RESULTS: _____

APTITUDE TEST GIVEN: _____

RESULTS: _____

CAREER GOAL: _____

STEPS TOWARD CAREER GOAL: (classes/work experience)

7th grade _____ 10th grade _____

8th grade _____ 11th grade _____

9th grade _____ 12th grade _____

POST-HIGH SCHOOL SERVICES/RESOURCES	**PERSON RESPONSIBLE FOR FOLLOW-UP**

CURRENT YEAR VOCATIONAL PLAN	**NEXT YEAR'S VOCATIONAL PLAN**
Program:	

RECOMMENDED SUPPORT SERVICES:

___ Basic Skills (_____)
___ Supplemental Instruction
___ Tutor
___ Other _____

___ Vocational Assessment
___ Counseling/Career Guidance
___ Adapted Curriculum
___ Other _____

INDIVIDUAL VOCATIONAL EDUCATION PROGRAM
AREA VOCATIONAL TECHNICAL SCHOOL

Name_____ Grade_____

Sending School_____ Program_____

ASSESSMENT RESULTS

Interest Inventory: Interest Determination, Exploration and Assessment System

Results_____

_____

_____

Aptitude Assessment_____

Results_____

_____

_____

Achievement Assessment: Test of Adult Basic Euducation

Results: Level_____ Reading_____

Math_____ Writing_____

Learning Styles_____

JUSTIFICATION FOR DISADVANTAGED SERVICES

_____

_____

_____

AREAS FOR INSTRUCTION: Reading Math Writing

POST TEST ACHIEVEMENT RESULTS:

Reading_____ Math_____ Writing_____

FOUR YEAR PLAN -- Student Information

Name_____ Grade_____

Vocational Class_____ Time_____

Sending School_____ Age_____

Long Range Vocational Goal_____

Short Term Goals_____

_____

Freshman Year	Credit	Sophomore Year	Credit

Junior Year	Credit	Senior Year	Credit

Will you have all credits necessary for graduation? Yes No Don't Know

If not, what are you lacking?_____

Individual Vocational Education Plan

Prepared for _____ Expected Graduation 19____

Long Range Vocational Goal _____

_____

	TENTATIVE CLASS SCHEDULE		DESCRIPTION OF SERVICES
	1st Semester	2nd Semester	
Grade 9			
19__-__			
Annual Goal/Objectives			
			Attained?
Grade 10			
19__-__			
Annual Goal/Objectives			
			Attained?
Grade 11			
19__-__			
Annual Goal/Objectives			
			Attained?

TENTATIVE CLASS SCHEDULE		DESCRIPTION
1st Semester	2nd Semester	OF SERVICES
Grade 12		
19__-__		

Annual Goal/Objectives _____

_____ Attained? _____

After
Graduation

Prepared By	Position	Date

Projected Date(s) for Review/Update _____

Comments:

IVEP

	9th GRADE CREDITS	10th GRADE CREDITS	11th GRADE CREDITS	12th GRADE CREDITS
CLASSES				
1st Semester				
	TOTAL	TOTAL	TOTAL	TOTAL
2nd Semester				
	TOTAL	TOTAL	TOTAL	TOTAL
ACADEMIC				
SHORT TERM GOALS				
VOCATIONAL				
SHORT TERM GOALS				
SOCIAL/BEHAVIOR				
SHORT TERM GOALS				

Publishers

Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
412-341-1515

American Auto Association (A.A.A.)
8111 Gatehouse Road
Falls Church, VA 22047
703-222-6000

American Guidance Service
P.O. Box 99
Circle Pines, MN 55014-1796
(800)328-2560

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302
314-886-2100

Aquarius People Materials, Inc.
P.O. Box 128
Indian Rocks Beach, FL 33535
(800) 282-4198

Aspen Publications
1600 Research Boulevard
Rockville, MD 20850
(800) 638-8437

Attainment Company
P.O. Box 103
Oregon, WI 53575
(800) 327-4269

Paul H. Brookes Publishers
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

Camdenton R-III High School
Lake Area Vo. Tech. School
Camdenton, MO 65020
314-346-4620

Career Aids
20417 Nordhoff Street
Chatsworth, CA 91311
818-341-2535

Columbia Public School
1818 W. Worley Street
Columbia, MO 65203
314-886-2100

Comprehensive Health Education Foundation
20832 Pacific Hwy. South
Seattle, WA 98198-5997
206-824-2907

Computer Age Education Inc.
5225 Wisconsin Avenue NW
Suite 601
Box 6227
Washington, DC 20015
202-966-3686

Conover Co.
P.O. Box 155
Omro, WI 54963
414-685-5707

Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091-1509
703-620-3660

CRCO
One Yonge Street
Suite 2110
Toronto, Ontario
Canada MSE 1E5

Crumbaker Publications
Order from:
Lakeshore Curriculum Materials Co.
2695 E. Dominguez St.
P.O. Box 6261
Carson, CA 90749
(800) 421-5354

Curriculum Associates, Inc.
5 Esquire Rd.
North Billerica, MA 01862-2589
(800) 225-0248

Curriculum Publishers Clearinghouse
Weston Illinois Unversity
Horrabin Hall #46
Macomb, IL 61455
309-298-1917

Department of Special Education
5M30 Forbes Quadrangle
230 Bouquet Street
University of Pittsburgh
Pittsburgh, PA 15260

Developing Life Skills Assessment Co.
1510 Oak Knoll Drive
Cincinnati, OH 45224
513-522-9438

DLM Teaching Resources
P.O. Box 4000
One DLM Park
Allen, TX 75002
(800) 527-4747

Ebsco Curriculum Materials
P.O. Box 2621
Chelsa, AL 35043-0262 or
P.O. Box 486
Birmingham, AL 35201
(800) 633-8623

Edmark Corporation
P.O. Box 3903
Bellevue, WA 98009-9990
(800) 426-0856
206-746-3900

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
(800) 645-3739

Educational Design, Inc.
47 West 13th Street
New York, NY 10114
212-255-7900

Educational and Industrial Testing Service
P.O. Box 7234
619-222-1666

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, NJ 07632
201-871-4007

Fearon Teacher Aids
David S. Lake Publishers
500 Harbour Blvd.
Belmont, CA 94002
415-592-7810
(800) 877-4283

Field Publications
245 Long Hill Road
Middletown, CT 06457
203-638-2400

Frey Scientific Co.
Hickory Lane
Mansfield, OH 44905

Glenco Publishing Co.
846 E. Algonquin Road
Schaumburg, IL 60173
(800) 323-4088
818-990-3080

Guidance Associates
Communications Park
Box 3000
Mount Kisco, NY 10549-0900
(800) 431-1242

D.C. Heath & Co.
125 Spring Street
Lexington, MA 02173
Rep. Marshall Dyer
1604 Holly Drive
St. Louis, MO 63119
314-962-6106
or
HEATH Resource Center
One Dupont Circle
Washington, DC 20036-1193
202-939-9320
(800) 544-3284

Hoffman Occupational Learning System
3613 Robin Lane
Hopkins, MN 55343

Holt, Rinehart & Winston, Inc.
CBS Educational & Professional Bldg.
A Division of CBS, Inc.
383 Madison Avenue
New York, NY 10017
212-872-2000 inquires
212-750-1330 orders

Houghton Mifflin
One Beacon Street
Boston, MA 02107
(800) 323-5663

Instructional Materials Laboratory
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800) 669-2465
314-882-2883

Instructional Materials Lab
200 Madison Avenue
New York, NY 10016

Janus Publishers
Department CHS
2501 Industrial Pkwy. West
Hayward, CA 94545
(800) 227-2375
415-887-7070

Lakeshore Curriculum Materials Co.
2695 E. Dominguez St.
P.O. Box 6261
Carson, CA 90749
(800) 421-5354
213-537-8600

The Learning Seed Co.
21250 N. Andover Road
Kildeer, IL 60047

Life Skills Office
11 First Street
Sheboygan Falls, WI 53085
414-459-3886

Lions Club International
300 22nd Street
Oak Brook, IL 60570

Marshware Inc.
P.O. Box 8082
Shawnee Mission, KS 66208
(800) 821-3303
816-523-1059

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751
715-232-1342

MCE, Inc.
157 S. Kalamazoo
Mall Suite 250
Kalamazoo, MI 49007
(800) 421-4157

Media Materials
Dept. 890112
1821 Portal St.
Baltimore, MD 21224
(800) 638-1010
301-633-0730

Melton Peninsula, Inc.
161 Pittsburgh St.
Dallas, TX 75207
214-748-0564

Merrill-Palmer Institute
71 E. Ferry Avenue
Detroit, MI 48202

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Box 508
Columbus, OH 43216
(800) 848-6205/1567
614-258-8441

Milliken Publishing Co.
1100 Research Boulevard
P.O. Box 21579
St. Louis, MO 63132-0579
314-991-4220

Mind Play
100 Conifir Hill Dr.
Bldg. 3
Danvers, MA 01923

Mind Training Systems
5845 Gardner Highway
P.O. Box 7462
Alexandria, LA 71306
318-445-2572
318-442-7075

Moberly Area Vocational School
1625 Gratz Brown
Moberly, MO 65270
816-263-4513

Mountain Plains Regional Resource Center
Drake University
Memorial Hall
Des Moines, IA 50311-4507
515-271-3936

New Readers Press
1320 Jamesville Avenue
Dept. 49
Box 131
Syracuse, NY 13210
(800) 448-8878
315-422-9121

Oliver Burdett & Ginn
4343 Equity Drive
P.O. Box 2649
Columbus, OH 43216
(800) 848-9500

Opportunities for Learning, Inc.
1047 Nordhoff Street
Dept. EM
Chatsworth, CA 91311
818-341-2325

Pergammon Press
Maxwell House
Fairview Park
Emsford, NY 10523
(800) 227-0750
914-592-7700

Prentice Hall, Inc.
School Division of Simon & Schuster
4343 Equity Drive
P.O. Box 2649
Columbus, OH 43216-2649
(800) 848-9500

Proctor & Gamble
Educational Services
P.O. Box 14009
Cincinnati, OH 45214
(800) 323-5482

Pro-Ed
5341 Industrial Oaks Blvd.
Austin, TX 78735
512-451-3246

Project CLUE
Des Moines Public Schools
Department of Pupil Services
1800 Grand Avenue
Des Moines, IA 50307

Project ISU
Occupational Training Center, Inc.
665 Pelham Boulevard
St. Paul, MN 55114

Pruett Publishing Co.
2928 Pearl Street
Boulder, CO 80301-9989
303-449-4919

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-0952
(800) 228-0752

Rehabilitation Research and Training Center
University of Wisconsin
1050 University Avenue
Madison, WI 53706

Research Press Co.
2612 North Mattis Avenue
Champaign, IL 61820
217-352-3273

Scott Foresman & Co.
1900 E. Lake Avenue
Glenview, IL 60025
(800) 323-5482
213-729-3000

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768
(800) 531-5015

Sunburst Communications, Inc.
101 Castleton St.
Pleasantville, NY 10570
(800) 431-1934

Ten Speed Press
P.O. Box 7123
Berkeley, CA 92707
415-845-8414

The Three Boxes of Life
The Un-Game Co.
P.O. Box 6382
Anaheim, CA 92806
201-963-5010

University Park Press
300 N. Charles Street-Downtown
Baltimore, MD 21201
301-547-0700

Vocational-Technical Education Consortium of States (V-TECS) Commissionon Southern Assoc. of Colleges and Schools
795 Peachtree Street NE
Atlanta, GA 30365
404-897-6158

Weiser Educational, Inc.
30081 Commercio
Rancho Santo Marguerita, CA 92688

J. Weston Walch Publishing
P.O. Box
321 Valley Street
Portland, ME 04104
(800) 341-6094

References

Alfest, M., Hartley, N. & Rocco, R. (1975) Vocational education for students with special needs: A teacher's handbook. Ft. Collins, CO: Colorado State University, Department of Education.

Barnes, Brown & Burgdorf (nd). Developing basic study skills. Austin, TX: Stech-Vaughn.

Bell, J. A. & King-Fitch, C.C. (1985). Assist students in improving their oral communications skills. Module M-4, Professional Teacher Education Module Series. Columbus, OH: National Center for Research in Vocational Education.

Bendet, M., & Valletutti, P.J. (1976). Teaching the moderately and severely handicapped. Baltimore, MD: University Park Press.

Bender, M., & Valletutti, P. (1982). Teaching functional academics: A curriculum guide for adolescents and adults with learning problems. Baltimore, MD: Pro-Ed.

Bernstein, D. & Tiegerman, E. (1985). Language and communication disordes in children. Columbus, OH: Charles E. Merrill.

Bigge, J. (1988). Curriculum based instruction. Mountain View, CA: Mayfield Publishing Company.

Brolin, D. E. (1982). Vocational preparation of persons with handicaps. Columbus, OH: Charles E. Merrill.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N.; and Gruenwald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severly handicapped adolescents and young adults. Journal of Special Education, 13, 81-90.

Bruck, L. (1978). Access: The guide to a better life for disabled America. New York, NY: David Obst Books, Random House.

Canham, R. R. (1979). Interagency coordination and rapid community growth. Corvallis, OR: Western Rural Development Center. (ERIC Document Reproduction Service No. ED 252 351).

Colby, C., Parrish, L., & Wircenski, J. (1987). Vocational special needs teacher training curriculum: Generalizable skills instruction. Austin, TX: Texas Department of Vocational Education.

Corvallis School District (1983). Writing in vocational education. Salem, OR: Oregon Career Development Consortium.

Elksnin, L.K. (1989). Teaching mildly handicapped students social skills in secondary settings. Academic Therapy, 25(2), 153-169.

Falvey, M. (1986). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore, MD: Paul H. Brookes.

Flanagan, M., & Johnson, J. (1987). ACCESS SKILLS: Employability and study skill assessment and curriculum guide. Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Foxx, R.M. (1982). Decreasing behaviors of severely retarded and autistic persons. Champaign, IL: Research Press.

Foxx, R.M. (1982). Increasing behaviors of severely retarded and austistic persons. Champaign, IL: Research Press.

Fredericks, M., & Evans, V. (1987). Functional curriculum. In C. M. Nelson, R. B. Rutheford, Jr., & B. I. Wolford (Eds.), Special education in the criminal justice system. Columbus, OH: Merrill.

Gleason, M.M. (1988). Study skills. Teaching Exceptional Children. 52-57.

Greenan, J.P. (1983). Identificaiton and validation of generalizable skills in vocaitonal programs. Journal of Vocational Education Research. 8 (3).

Greenan, J.P. (1984). Identification of generalizable skills in secondary vocational programs: Executive summary. Champaign-Urbana: University of Illinois (ERIC Document Reproduction Service NO. ED 235 309).

Greenan, J.P. (1986). Curriculum and assessment in generalizable skills instruction. The Journal for Vocational Special Needs Education. 9 (1), 3-10.

Hughey, J. & Ferrugia, T. (1987). Guidance activities for special needs students. Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Inskeep, A. (1926). Teaching dull and retarded children. New York, NY: J. Little & Ives.

Jipp, L. F., & Wonacott, M.E. (1985). Assist students in improving their survival skills. Module M-6, Professional Teacher Education Module Series. Columbus, OH: Naional Center for Research in Vocational Eduation.

Johnson, C. J. (1979). Expanding work options for exceptional children: A self-instructional manual. Boston, MA: Allyn & Bacon.

Kearns, D. & Williams-Graham, J. (1988). Basic skills instructor manual. Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Kerr, M.M., Nelson, C.M. & Lambert, D.L. (1987). Helping adolescents with learning and behavior problems. Columbus, OH: Merrill.

King-Fitch, C.C. (1985). Assist students in improving their math skills. Module M-G, Professional Teacher Education Module Series. Columbus, OH: National Center for Research in Vocational Education.

Kokaska, C.J., & Brolin, D.E. (1985). Career education for handicapped individuals. (Second Ed.) Columbus, OH: Charles E. Merrill.

Langone, J. (1981). Curriculum for the mentally retarded ... or what do I do when the ditto machine dies!" Education and Training of the Mentally Retarded, 16, 150-161.

Malowney, C.L. (1985). Assist students in improving their writing skills. Module M-3, Professional Teacher Education Module Series. Columbus, OH: National Center for Research in Vocational Education.

McGinnis, E., & Goldstein, A. (1984). Skillstreaming the elementary school child: A guide for prosocial skills. Champaign, IL: Research Press.

Meers, G. (1987). Handbook of vocational special needs education. Rockville, MD: Aspen.

Midwest Regional Resource Center. (1982). Child-parent-educator: The link to success. Des Moines, IA: Drake University.

Midwest Regional Resource Center, Parent Materials. Des Moines, IA: Drake University.

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: U.S. Department of Education.

National Commission on Secondary Education. (1984). The unfinished agenda: The role of vocational education in high school. Washington, DC: U.S. Department of Education.

Neal, R.S. & Billingsley, F.F. (1989). IMPACT: A functional curriculum handbook for students with moderate to severe disabilities. Baltimore, MD: Paul H. Brookes.

Otazo-Stern, K. (1980). Curriculum modification and instruction practices. In G.D. Meers (Ed.), Handbook of special vocational needs education. Rockville, MD: Aspen.

Phelps, L.A. (1985). Special needs students: Redefining the challenge. VocEd, 60(3), 24-26.

Phelps, L.A. (1977). Career exploration and preparation for the special needs learner. Boston, MA: Allyn & Bacon.

Pruitt, W.A., (1983). Work adjustment. Stout, WI: Walt Pruitt Associates.

Reid, K. (1988). Teaching the learning disabled: A cognitive developmental approach. Needham, MA: Allyn & Bacon.

Sarkees, M.D., and Scott, J. (1985). Vocational special needs (2nd ed.). Alsip, IL: American Technical Publishers.

Schloss, P.J. & Schloss, C.N. (1988). Strategies for teaching handicapped adolescents. Austin, TX: Pro-Ed.

Schloss, P.J., & Sedlak, R. A. (1986). Instructional methods for students with learning and behavior problems. Newton, MA: Allyn and Bacon.

Schumaker, J.B., Nolan, S.M. & Deshler, D.D. (1985). Learning strategies curriculum: The error-monitoring strategy. Lawrence, KS: University of Kansas.

Shea, T. & Bauer, A. (1987). Teaching children and youth with behavior disorders. Englewood Cliffs, NJ: Prentice-Hall.

Stokes, T.F., & Baer, D.M. & Jackson, R.L. (1974). Programming the generalization of a greeting response in four retarded children. Journal of Applied Behavior Analysis.

Sweet Home High School (1983). Speaking and listening in vocational education. Salem, OR: Oregon Career Development Consortium.

Swiderski, E. & Zettel, C. (1983). Study skills: Learning made easier. Apple Valley, MN: 13262 Europa Ct.

Texas Advisory Council on Vocational-Technical Education. (1983). Qualities employers like, dislike in job applicants: Results of a statewide employer survey. Austin, TX: Texas Advisory Council on Vocational Technical Education.

Tucker, J. (1985). Curriculum-based assessment: An introduction. Exceptional Children, 52, 199-204.

U.S. Department of Education. (1982). Directory of national information sources on handicapping conditions and related services (OSERS Publication No. E-82-22007). Washington, DC: U.S. Government Printing Office.

Valetutti, P., & Bender, M. (1982). Teaching interpersonal and community living skills: A curriculum model for handicapped adolescents and adults. Baltimore, MD: University Park.

Wehman, P., Renzaglia, A., & Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX: Pro-Ed.

Weisgerber, R.A., Daldorf, M.R., Jabara, R.F., Feichtner, S.H., & Blake, P.L. (1989). Social competence and employability skills curriculum. Rockville, MD: Aspen.

Wilcox, B. (1983). A module on the design of high school programs for severely handicapped learners. In series of professional training modules on the education of severely handicapped learners: An update on educational best practices, edited by L. Boeltz. Minneapolis, MN: Upper Midwest Regional Resource Center, University of Minnesota.

Will, M. C. (1984). Let us pause and reflect - But not too long. Exceptional Children, 51, 11-16.

Wimmer, D. (1981). Functional curricula in the secondary schools. Exceptional Children, 47, 610-616.

Wircenski, J.L. (1982). Employability skills for the special needs learner. Rockville, MD: Aspen.

Wolfensberger, W. (1980). Normalization, social integration, and community services. Baltimore, MD: University of Park.

Woodward, D. & Peters, D. (1983). The learning disabled adolescent: learning success in content areas. Rockville, MD: Aspen.